DOCUMENT RESUME

ED 204 497 CE 029 194

AUTHOR Jones, Paul L.; Petry, John R.
TITLE Evaluation of Adult Basic Education in Tennessee, 1980.
INSTITUTION Memphis State Univ., Tenn. Coll. of Education.
PUB DATE 80
NOTE 149p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Adult Basic Education; Adult Educators; *Adult Programs; Adult Students; Blacks; Evaluation Methods; Females; Inservice Teacher Education; Males; *Outcomes of Education; Program Design; *Program Effectiveness; Program Evaluation; *Student Attitudes; Student Characteristics; Student Recruitment; Whites
IDENTIFIERS *Tennessee

ABSTRACT

A study was conducted to review the adult basic education (ABE) program in Tennessee in relation to program goals and objectives, classroom situations, student perceptions, and benefits of ABE. The evaluation team members spent 10 months collecting and compiling data relevant to program proposals, observations, special programs, supervisor-specialists ratings, and student perceptions. (Each type of data collected was analyzed and is presented as a chapter in this report. Conclusions and recommendations are presented in each chapter, along with the findings.) Concerning program goals and objectives, an analysis was performed using descriptions that were submitted by local program administrators as their plans of action for ABE. The study also incorporated an evaluation of perceptions of ABE instruction by adult learners as indicators. Self-assessment and observation data were used to make inferences about the instructional program and classroom procedures. These data, when analyzed using statistical techniques, provide a description of the teaching and learning process. The study indicates that ABE is attaining [illegible] with significant skills. However, there is much room for [illegible]. A continuum for ABE should be developed with ABE as the [illegible] objectives, the means to attain the objectives and to [illegible] those who have already chosen to return to school. It is [illegible] recommendations are presented in the report. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204497

EVALUATION OF ADULT BASIC EDUCATION IN TENNESSEE, 1980

BY

PAUL L. JONES JOHN R. PETRY

COLLEGE OF EDUCATION
MEMPHIS STATE UNIVERSITY
MEMPHIS, TENNESSEE 38152

CE 029 194

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Paul L. Jones

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PREFACE

Adult Basic Education is a field of study requiring unique individuals, dedicated to giving their time and talents to assist those, who, for a myriad of reasons, have chosen to return to school. The ABE teacher and the program must have flexibility to accomodate the needs of these returning adults.

The purpose of this study was to review the Adult Basic Education program in Tennessee in relation to program goals and objectives, classroom situations, student perceptions, and benefits of ABE. Concerning programs goals and objectives, an analysis was performed using descriptions that were submitted by local program administrators as their plans of action for ABE.

Attempting to determine the effect of ABE programs on the quality of life on the adult learner is no easy task. However, there are certain indicators that can be measured that enable one to infer the effects. This study incorporated an evaluation of perceptions of ABE instruction by adult learners as indicators.

Self-assessment and observation data were used to make inferences about the instructional program and classroom procedures. These data, when analyzed using statistical techniques, permitted us to describe the teaching and learning process.

This study represents a major commitment on the part of the Tennessee State Department of Education, Division of Adult Education, to strengthen and upgrade adult basic education within the state. A special word of thanks is extended to Mr. Luke Easter, Director of Adult Education, for his cooperation and assistance during the project. His cooperation and assistance, being invaluable to this study, indicate his dedication and devotion to ABE.

The state specialists, Billy Joe Glover, Joe Treadway, Walter Vincent, and Phil White, were always ready to assist with collection of data. Gratitude is due them for the numerous extra hours they gave to this study.

My colleagues, Drs. John Petry, Fred Bellott, and Harry Bowman, accepted the many tasks asked of them unhesitantly. Their fine work, constructive criticism, and educational commitments strengthened this study.

The staff of the Bureau of Educational Research and Services, Memphis State University, deserve special mention for their cooperation in this project.

This study will help to improve adult basic education in Tennessee. It speaks to some issues that will require additional time, money and effort, but, in the future, the adult learner will benefit.

Paul L. Jones
Director, Adult Education Center
Memphis State University.

TABLE OF CONTENTS

Chapter		Page
1	Introduction	1
2	Assessment of Program Proposals	6
3	Evaluation of Local Programs	29
4	Classroom Observation	61
5	Student Perception of the Educational Experience	80
6	Description of Special Programs	114
7	Summary and Recommendations	118

Appendix

A	Program Proposal Assessment Form	121
B	Program Evaluation Form	124
C	Observation Form	130
D	Attitude Toward ABE Instrument, Cover Letter to Supervisor, and Directions for the Administration of the Instrument	133

CHAPTER 1

INTRODUCTION

All programs that are responsive to the needs of those they serve must be reviewed on a periodic basis to insure that they maintain their responsiveness. This report represents an evaluation of adult basic education in Tennessee.

The formal Adult Basic Education (ABE) program had its start in Tennessee fifteen years ago. Since that time, the program has grown in size, stature, maturity, and effectiveness. Evaluation of the program is intended and expected to play a vital role in the planning and operation of the program. Bob Stake has stated:

> Responsive evaluation of educational programs responds to the nature of the program and the concern of its constituents. It is organized around observations of the activities, interviews with constituents, focusing on issues, and reports that illuminate and bring understanding. It is not greatly concerned with formal statements. . . instrumentation. . . standardized testing. . . sampling plans. . . explanations about education in general, (or) reform of decision making operations.[1]

Program administrators of Adult Basic Education in Tennessee see the need for program evaluation as a means of addressing decisionoriented questions regarding program goals, clientele being served, effectiveness of programs for facilitating the design of program materials and activities that are most likely to bring about the desired program results, and for efficient administration of the program.

One real need of many adult learners is to learn how to learn. Through the process of examining the broad range of variables associated with Adult Basic Education, this evaluation report is designed to help program administrators modify their programs so that the environment surrounding ABE will constructively help adults learn how to learn.

In 1969, the Tennessee State Department of Education contracted with Memphis State University to assist in the federally mandated evaluation survey of the Tennessee Adult Basic Education (ABE) program. That study was conducted by collecting and analyzing data that were descriptive of the students and faculty who were in the program during the four-year (period from 1965 to 1969. Additionally, the study provided information concerning teacher qualifications, teaching methodology, and teacher training. The focus of the study was on describing these participants and their characteristics and providing basic data useful for future studies.[2] Conclusions from the 1969 study suggested that other studies using this data base be conducted.

In 1979, a new study was initiated by Memphis State University through a contract from the Tennessee State Department of Education. The focus was on the programs, rather than on personnel and/or participants. Specifically, personnel from the Adult Education Center at Memphis State University were asked to evaluate (1) program objectives, (2) program effectiveness as reflected by observation, (3) effects of ABE programs on the "quality of life" of the adult learners, and (4) overall effectiveness of ABE programs statewide.[3]

The timeliness of this study is underlined by the change in format of local program planning and the expectations that all program plans would utilize specific behaviorally-stated objectives that readily lend themselves to direct measurement of outcomes resulting from the training program.

The 1969 report cited statistics that were illustrative of the need for adult literacy training and the prospects foreseen for 1980. "The

stark reality is that in 1950 there were 1,045,945 citizens over 25 years of age in Tennessee that had not attended school beyond the eighth grade; in 1960 there were 1,019,114. . . .Unfortunately, there is no evidence to encourage Tennessee citizens to believe that there will be signficantly less than one million inadequately educated adults by 1980."[4]

Due in some measure to innovative programming, the more cost-effective use of learning laboratory techniques, and the level of funding that has been made available, there is now some evidence that an impact is being made on reducing the number of functionally illiterate persons in Tennessee. The 1980 census will provide data that will sustain or invalidate that conclusion.

The present study, using Stake's strategy of "responsive evaluation," was planned as a transactional approach to the use of questionnaires, observation, and personal interviews as means of collecting information about ABE programs. In addition, the analysis of project proposals and program planning documents added information that was used for the study. Site visits and classroom observations enabled the investigators to get firsthand information regarding facility description, contextual relevance of the facilities and instructional atmosphere, and the opportunity to see classroom procedures, teaching styles, student participation, and other related observable phenomena.

The evaluation design was developed by the Memphis State University staff in cooperation with the ABE staff of the Tennessee State Department of Education so that consistency with program goals and project objectives would be assured. The several phases of the evaluation agreed on by personnel of the two educational groups were:

1. Assessment of Local Program Proposals, through analysis of each locally submitted program proposal, looking at (a) goals and objectives, (b) recruitment, (c) instructional methodology, (d) personnel selection, development and supervison, and (e) provision for evaluation and program related factors.
2. Evaluation of Local Programs, through site-visit observations, self-assessment checklists, and state ABE specialist assessment checklists for validation. Student input was used to provide their subjective and objective perceptive data regarding the contributions of ABE programs. Interviews with local ABE teachers, adult learners, supervisors, and administrators added a humanistic dimension to the evaluation that tempers the quantitative data collected through the earlier referenced instrumentation. This permits the evaluation report to be more responsive ". . . to the nature of the program and the concern of its constituents."[5]
3. Technical assistance to local programs for their "310 projects" was provided by Memphis State University staff. Data were collected throughout this process, and descriptions of the programs are incorporated in this report.

Project personnel at Memphis State University have been intimately involved with local and state ABE personnel throughout the state not only during this project, but also for a number of years prior to it. That involvement, coupled with an abiding faith in the educational enterprise and the knowledge that ABE personnel have a deep committment to improving educational opportunities and experiences for Tennessee citizens, has sustained the study team and strengthened their resolve that this evaluation

report be substantive and meaningful and provide information to decision makers.

FOOTNOTES

[1]Robert Stake, Evaluating the Arts in Education: A Responsive Approach.

[2]Fred Bellott, et al, Tennessee Adult Basic Education Evaluation 1969 (Memphis, Tennessee: Memphis State University, 1969), p. 4.

[3]Paul Jones, "Proposal For Evaluation of State ABE Programs" hMemphis, Tennessee; Memphis State University, July 1, 1979), p. 1.

[4]Bellott, p. 16.

[5]Stake.

CHAPTER 2

ASSESSMENT OF PROGRAM PROPOSALS

Program proposal forms were obtained from the State Department of Education for the eighty-nine ABE programs in the state. These were analyzed in order to describe the operational unit at the local level.

The initial efforts of the evaluation team were devoted to establishing the guidelines for data analysis. It was decided that each program proposal should be analyzed in terms of:

1. Goals and objectives to be accomplished
2. Methods and techniques of instruction
3. Recruitment methods to be employed in order to attract ABE learners
4. Supervision strategies to be employed to ensure quality instruction
5. Inservice training techniques for ABE teachers
6. Outreach efforts to involve other agencies as well as to assist the learner in attending class
7. Criteria for selecting teachers
8. Evaluation strategies to measure the program goals and objectives
9. Expected results from an operational program
10. Other factors unique to a particular program

Procedures Utilized in Assessing Program Proposals

In order to perform the analysis, it was necessary to obtain eighty-nine program proposals. These were supplied by the regional state adult education specialists. When the program proposals were received, they were analyzed in terms of the ten criteria established by the evaluation team.

The analysis resulted in the tabular data presented in the following sections.

1. Goals and Objectives

Five common goals were developed from the state adult education plan and were included in all program proposals. These objectives were:

1. To involve business and community in program planning
2. To identify the educational needs of constituents from other local agencies
3. To increase enrollment by a minimum of 5 percent
4. To devise and implement a system of staff development through inservice and/or university courses
5. To evaluate each program component; that is, reading, math, social science, and science

These goals were developed to provide commonality among the local operational programs. The involvement of business and community offers the advantage of maintaining adult education programs that are consistent with the needs of the people. It also establishes linkages through which the adult learner is encouraged to upgrade his skills. For example, when an employer provides incentives for his employees to return to the classroom, he creates a positive attitude in the employee that carries over into an ABE class because it causes better learner attendance and participation.

The articulation of program availability and cooperation are key concepts that underlie the identification of the educational needs of constituents from other local agencies. For example, welfare recipients and unemployed persons may lack fundamental educational skills. When program objectives of ABE are known, agencies can assist in establishing classes

to remediate this problem. Whenever many agencies cooperate to pursue a common goal, all programs benefit.

Increasing enrollment was established as a major objective for all programs because the need for basic education seems to be growing each year. Societal and educational needs are changing. The diploma and degree have become the ticket for job interviews and applications. Without this ticket, individuals find themselves locked into a life of lesser quality and fewer options. Therefore, basic education can become the key to unlock the door to opportunity of life by providing skills necessary for obtaining the degree or diploma. Increasing enrollment must become a mandate for all operational programs now.

"Nothing succeeds like success" is an age-old adage, but it is especially meaningful for teachers of basic education. Whenever operational program directors seek the best possible staff, it follows that they will desire an ongoing system of staff development that would enable the successful instructor to improve his teaching skills. A systematic approach to staff development offers the advantage of the individualization of inservice training. Some individuals may wish to obtain their training through formal, credit courses at a college or university; others may wish to obtain their training through informal means. Regardless of the means, the expected result is a better trained teacher who is in tune with the needs of the adult student.

Evaluation should be a fundamental aspect of adult education because it provides a basis from the which the growth of students or success of instruction can be judged. The common objectives suggested that evaluation occur in the core subject areas; that is, reading, mathematics, social science and science. Measurement in these subjects will provide the local program supervisors with information to make better judgements regarding

the progress of the students and the success of the instructional approach being employed.

In addition to the common goals and objectives, each operational program included one or more goals and objectives that were unique to it. Table 1 shows the goals and objectives that were termed "diverse" because of their uniqueness. Eighty percent of the local operational programs restated the need for increasing enrollment. One can infer from this that the local officials are dedicated to serving adults who are in need and are committed to reaching them.

Thirty-two of the eighty-nine local programs included an objective related to the emphasis of life skills. To achieve this objective, the instruction was to center on the practical skills needed by adults in day-to-day living. For example, income tax preparation and budgeting income are two areas in which the basic skills of mathematics can be taught.

Sixteen local programs listed the establishment of signing classes as one of their objectives. These classes are designed to create a cadre of individuals who can communicate with deaf individuals.

Other objectives, shown in Table 1, include involvement of the handicapped person and the older person in basic education. Twelve percent of the programs included these individuals as a target audience for instruction.

2. Methods and Techniques

The most common method of instruction in adult basic education is an individualized, self-paced approach. The technique employed most often appears to be a one-to-one situation in which the teacher helps the student

Table 1

Diverse Goals and Objectives

N = 89

Goal or Objective	Number	Percent
Increase Enrollment	72	80.9
Decrease Illiteracy	12	13.5
Involve All People of County	7	7.9
Increase Classes	20	22.5
Emphasize Life Skills	32	35.9
Pass the G.E.D.	16	6.7
Conduct Signing Classes	13	14.6
Gain Grade Levels	31	34.8
Provide Counseling	3	3.4
Increase Math/Reading Skills	9	10.1
Publicize ABE	27	30.3
Conduct Teacher Inservice	28	31.5
Involve Participants Actively	17	19.1
Involve Senior Citizens/Handicapped	11	12.3
Provide Comprehensive Program	18	20.2
Televise GED Information	3	3.4
Keep High Attendance	2	2.2
Recruit Door-to-Door	3	3.4
Evaluate the Program	22	24.7
Emphasize Personal Goals	2	2.2

as he/she needs it. Small group discussions and lecture are other instructional methods that are used to some extent in the program.

Although individualized, self-paced instruction is the predominant method utilized by local ABE programs, details regarding how it is implemented are somewhat unclear. For example, all programs do not describe how they determine the level at which the student begins instruction. It appears that this is left to the discretion of the classroom teacher.

3. Recruitment Methods and Techniques

The most widely used method or technique for attracting students to the ABE programs is advertising through television, radio, and newspaper. Ninety-four percent of the ABE programs used this method for recruiting (Table 2).

Personal contact was listed by sixty-eight LEA's as another method used to reach prospective students. This contact was made by teachers, administrators, and K-12 students in a door-to-door distribution of literature.

Letters to businesses and involving business and community agencies were rated by 75.3 and 73.0 percent, respectively, of the programs as one of the methods or techniques for recruiting. It appears that the majority of the local programs use other agencies for assistance and/or referral to the ABE program. Open houses, booths at community functions, newsletters, and church bulletins are other vehicles in which announcements are made regarding the availability of ABE classes.

The recruitment methods and techniques are extremely varied, indicating that many avenues have been utilized to reach the individual who may need the services of ABE. The top five methods for recruiting ABE students

Table 2

Recruitment Methods and Techniques

N = 89

Method and Technique	Number	Percentage	Rank
Personal Contacts	68	76.4	2
Letters to Businesses	67	75.3	3
TV, Radio, Newspapers	84	94.4	1
Posters, Flyers, Brochures	48	53.9	5
Questionnaires	3	3.4	14
Public Speeches	7	7.9	10
Involvement of Business/Community	65	73.0	4
Advertisement by Students	22	24.7	7
Surveys	4	4.5	12
Letters to Drop-outs	10	11.2	8
Telephone	23	25.8	6
Inserts in Paychecks	3	3.4	14
Open Houses	2	2.2	16
Word-of-Mouth	5	5.6	11
Booths at Fairs	2	2.2	16
Development of Newsletters	4	4.5	12
Church Bulletins	8	9.0	9

are (1) television, radio and newspapers, (2) personal contacts, (3) letters to businesses, (4) involving business and community, and (5) posters, flyers and brochures.

4. Supervision Strategies

Local program officials outlined the duties of their supervisors in their program proposals. The analysis shown in Table 3 revealed that the major role of the supervisor was to visit ABE classes. Eighty-eight percent of the programs listed this function for supervisors. The implication drawn from this finding is that classroom supervision is a necessary element in order for the supervisor to assist with instruction, to help with obtaining materials and supplies, and to create a positive climate among the administration, the teacher, and the learner.

A second major function of the supervisor is to attend and conduct inservice training. Thirty-one programs (34.8 percent) listed this as a function that is expected. Regulation of materials was rated as the third major function of the supervisor (31.5 percent). Evaluation of classes was rated the fourth function by seventeen of the eighty-nine programs as was the function of holding conferences.

The role of the supervisor, based on the analysis, can best be described in terms of visiting classes, obtaining and regulating materials, attending and conducting inservice training, and evaluating classes. These elements also seem to be those that are most utilized across the state.

5. Inservice Training

Inservice training is one vehicle through which teachers continue to upgrade and refine their skills as teachers. Local inservice, that which

Table 3

Supervision Strategies

N = 89

The Supervisor Will:	Number	Percentage	Rank
Visit Classes	79	88.8	1
Attend Inservice Training	31	34.8	2
Handle Recruitment	10	11.2	7
Evaluate Classes	17	19.1	4
Evaluate and Direct Teachers	12	13.5	6
Be Available for Problems	10	11.2	7
Regulate Materials	28	31.5	3
Hold Conferences	17	19.1	4
Write Monthly Reports	8	9.0	10
Assist in Class Planning	10	11.2	7

is conducted by the LEA, was rated as the number one type of activity to be utilized in upgrading instruction. Local inservice will vary from program to program and from session to session depending on the needs identified by the local supervisor or the ABE teachers. Typical examples that have characterized local inservice are sessions to: (1) review new teaching materials, (2) acquaint teachers with Adult Performance Level objectives and materials, (3) discuss recruitment alternatives, and (4) develop instructional aids such as transparencies, games, and simulations.

Inservice also occurs at the State Department of Education level. These primarily consist of general sessions for teachers and/or supervisors. Usually, the district ABE specialist is responsible for conducting these meetings in consultation with other state officials and local program supervisors. State department inservice was ranked second with forty-five of the eighty-nine LEA's indicating this as an inservice for their systems.

Two very interesting items are indicated in Table 4. First, discussions on teaching methods was referred to by only six of the LEA's in their descriptions of inservice. Secondly, discussions regarding goals and objectives were referred to by only four of the LEA's. These are interesting and somewhat puzzling findings because inservice has historically been viewed by educators across the country as a technique for schools to deal with problems and issues unique to their locales. If this view is accepted, it appears that inservice should center around needs identified by implementation of goals and objectives or identified from classroom instruction.

6. Outreach Efforts

Outreach is a term that is applied to efforts directed toward extending educational opportunities from one client group or agency to another.

Table 4

Inservice Training

N = 89

Inservice Training	Number	Percentage	Rank
Local Inservice	75	84.3	1
Discussion of Goals/Objectives	4	4.5	11
Workshops	8	9.0	5
Discussion of Teaching Methods	6	6.7	9
Discussion of Individual Needs	12	13.5	4
State Meetings	45	50.6	2
Adult Education Courses	8	9.0	5
Discussion of Materials/Program	28	31.5	3
Work with Other Systems	6	6.7	9
Review of Strengths/Weaknesses	8	9.0	5
Monthly Reports/Meetings	7	7.9	8

A review of Table 5 reveals that flexible scheduling was rated as the number one technique for outreach; forty-four LEA's referred to this technique in their description of outreach. Providing transportation was rated second with 38.2 percent of the LEA's describing it as an outreach technique.

Car pooling, personal contact, homebound instruction, and classes for the handicapped learner were described as outreach efforts by some LEA's. However, the number of LEA's that cited them was very small.

7. Criteria For Selecting Teachers

The criteria for selecting ABE teachers that were gleaned from the program proposals are shown in Table 6. The data indicate that local program officials seek certificated, experienced, mature teachers for the ABE program. They also use interviews, observation, and inservice training as additional criteria.

Certification was listed by 74.2 percent of the programs as one criterion for selecting ABE teachers. Experience was listed by 42.7 percent of the programs, and mature attitudes was listed by 15.7 percent.

8. Evaluation Strategies

Evaluation serves two purposes: as a checkpoint while the program is ongoing and as a measure to determine whether or not the established goals have been accomplished. Evaluation that is ongoing is termed formative evaluation; evaluation that is completed at the end of an activity is termed summative evaluation.

The data obtained from the program proposals and presented in Table 7 contain both formative and summative strategies. Attendance levels,

Table 5

Outreach

N = 89

Outreach Technique	Number	Percentage	Rank
Flexible Scheduling	44	49.4	1
Child Care	19	21.3	4
Involvement of Schools/Agencies	29	32.6	3
Involvement of Business	11	12.4	5
Provision of Transportation	34	38.2	2
Classes in Many Areas of the County	8	9.0	6
Senior Citizens' Classes	4	4.5	7
Homebound Instruction	3	3.4	8
Handicapped Classes	2	2.2	10
Car Pooling	2	2.2	10
Personal Contact	3	3.4	8

Table 6

Criteria for Selecting Teachers

N = 89

Criterion for Selection	Number	Percent
Certified	66	74.2
Experienced	38	42.7
Inservice Training	17	19.1
Interview By Supervisor	20	22.5
Mature Attitudes	14	15.7
Stronger Fields	7	7.9
College ABE Courses Attended	6	6.7
Observation of Classes	5	5.6

teacher reports, and conferences are strategies that occur while the programs are in operation. These are formative measures. Pre- and posttesting, comparison of years, students' self-evaluation, and counting the number of individuals who completed the GED are examples of summative evaluation strategies.

The number one evaluation strategy was increasing enrollment from the previous year. Thirty-two percent, or twenty-nine of eighty-nine programs, referred to increasing enrollment in their descriptions of evaluation strategies. Fulfilling goals and pre- and posttesting were ranked second. These strategies were mentioned in twenty-eight program descriptions.

Fifteen different evaluation strategies were gleaned from the analysis of program proposals. The range of the strategies is extremely varied, but the predominant ones were fulfilling goals, pre- and posttesting, and increasing enrollment.

9. Expected Results

Local program officials listed increasing enrollment (49 percent), involving business and community (35 percent), and additional classes (28 percent) as the three major expectations of their programs. These data are provided in Table 8. It appears that these officials are interested in expanding their programs to other clients, therefore, meeting needs of citizens. Eleven outcomes were identified from the descriptions of expected results. These outcomes cover a spectrum that ranges from increasing enrollment, which is a process outcome, to obtaining jobs, which is a product outcome.

Table 7

Evaluation Strategies

N = 89

Strategy	Number	Percentage	Rank
Fulfillment of Goals	28	31.0	2
Pre- and Posttests	28	31.0	2
Teachers' Reports	13	14.0	6
Students' Self-evaluation	18	20.0	4
Advanced Levels	12	13.0	8
Increased Enrollment	29	32.0	1
Attendance/Retention	13	14.0	6
A Survey or Study	7	7.0	12
Completed GED	11	12.0	10
New Classes	12	13.0	8
Files, Records, etc.	15	16.0	5
Program Evaluation Forms	11	12.0	10
Conferences	3	3.0	13
State Evaluation	3	3.0	13
Comparison of Years	3	3.0	13

Table 8

Expected Results

N = 89

Outcome	Number	Percent
Increased Enrollment	44	49.0
Additional Classes	25	28.0
Signing Classes	5	5.0
Involvement of Business/Community	32	35.0
Maintaining Percentages	6	6.0
Senior Citizens' Classes	3	3.0
Enrollment of Non-readers	2	2.0
Gain in GED Diplomas	3	3.0
Gain in Jobs	2	2.0
Survey of New Students	2	2.0
More Locations	3	3.0

10. Other Factors

The analysis revealed that many program proposals contained (1) references to previous programs, (2) resources, (3) comments regarding teacher-student ratios, and (4) budgetary figures.

The references to previous programs consisted of comments about increasing enrollment (46 percent), life-coping skills (10 percent), and more publicity (31 percent). These areas appear to have received support from the State level in the past, and the local officials expressed intent to expand and modify these somewhat in this year's program.

The program proposals identified a number of resources that can be used by ABE programs to extend their efforts into the community. Local agencies (17 percent); industries (16 percent); volunteers (5 percent); governmental groups at the federal, state and local levels (39 percent); and libraries (7 percent) were named as resources to assist the program supervisor, the ABE teacher, and the adult learner.

Several techniques were described that can be used to improve the teacher-student ratio of the ABE class. It appears that the local officials interpreted these techniques as retention mechanisms as well as instructional mechanisms. For example, personal contact with absentees, social activities, good relationships, and ability/interest groupings seem to represent efforts to retain adult learners in the program. On the other hand, individualizing instruction, good facilities and environment, and permitting students to share and use their own ideas seem to be techniques that will assist the instructional process.

The budgetary comments were limited to the number of dollars needed by the program. These were general category dollars, and no effort was directed toward determining the way in which these amounts were identified.

Findings

1. Goals and objectives have been utilized by local adult basic education programs that are both common and diverse. The common goals for all programs create a solid base of stability throughout the state. The diverse goals and objectives permit local program officials to include program elements that are unique to the populations that they serve.
2. The predominant method of instruction is an individualized, self-paced approach for the learner.
3. Advertisements through television, radio, and newspapers are the most widely used method for attracting new students to adult education programs. Personal contact is also a widely used technique.
4. The major role of the ABE supervisor at the local level is to visit classes. The supervisor is also expected to conduct inservice programs for the teachers.
5. Locally conducted inservice is the major technique for assisting teachers with their ABE instruction. This inservice varies from program to program depending on the needs identified by the local supervisor. It was interesting that discussions about goals, objectives, or teaching methods received very little mention in the descriptions of inservice.
6. Flexible scheduling was described as the number one technique for outreach. Providing transportation was the second most important factor described in the program proposals.

7. Local administrators seek certified, experienced individuals to teach in the ABE programs. Maturity was also reported as an important dimension with regard to teacher selection.
8. Summative and formative evaluation strategies were described as important elements in program evaluation. The most important summative technique was increasing enrollment from the previous year.
9. Increasing enrollment, involving business and community and additional classes, were the most frequent evidences described for results expected from ABE. These expectations are process outcomes.
10. Several other factors were described in the program proposals. They included descriptions concerning (1) references to previous programs, (2) resources, (3) comments about teacher-student ratios, and (4) budgetary figures.

Conclusions and Recommendations

The analysis of program proposals yielded several findings and generated the following conclusions and recommendations:

1. Although the local programs contain both the common and diverse objectives, it is recommended that a mechanism be established through which these goals and objectives be clearly identified and stated. The evidence indicates that many objectives can be subsumed under one major objective. For example, increasing enrollment may be the thrust of one objective. If this is so, then increasing the number of classes and providing counseling would become sub-objectives or part of the major one. Clearly defined and succinctly written goals and objectives will establish a

definitive direction for the program; without them it is difficult to maintain program direction.

2. The major task of the local supervisor has been described as visiting classes. It is agreed that program monitoring must be practiced on a regular, continual basis. Therefore, it is recommended that the local supervisor or several supervisors develop a means through which program monitoring may systematically occur. If the purpose of the monitoring visit is to improve instruction, then one must identify those elements of the instructional processes that are to be judged.

3. Inservice training conducted at the local level is an admirable characteristic of any program. However, it must have structure to ensure that it is carried out in such a manner as to achieve expected results. It is recommended that all local program officials, with direction and guidance from the ABE specialists, develop a three-year inservice plan. This plan should include elements that (1) deal with the goals and objectives of the local program, (2) provided feedback for older teachers and training for new teachers, (3) emphasize successful teaching methods for adult learners (they are different from those used with children), and (4) incorporate strategies to keep abreast of new teaching materials and techniques.

Inservice training should be developed from needs that arise from the program. To identify needs, local supervisors should conduct a yearly assessment. Whenever the supervisors use the results from the needs assessment to plan their inservice training, they must be aware that the state will make money available for inservice training only if it is based on the improvement of teacher competency.

4. There is a need to define "outreach" and to utilize this definition in all programs throughout the state. Flexible scheduling does not appear to be an outreach effort. It is a result that may come about when new students are recruited. The need for child care is an issue that may result from outreach efforts. Although child care is an important issue that should be addressed at both the state and local levels, it is not a major way to extend programs to other groups. It is an issue that arises from the identification of new students.
5. Most local programs listed certification and experience as the two main characteristics that are used in selecting adult education teachers. These are excellent criteria, but the State of Tennessee has no certification for adult education. Since this is true, the local ABE program officials must be using certification in its broad sense, meaning "certified to teach."

   If the systems are using "certified to teach" individuals to work in the ABE programs, it follows that they are selecting experienced K-12 teachers. These teachers may be excellent when it comes to working with adults or they may not be excellent. It is recommended that, as each new teacher works with adults, he be given training, which may take several forms: (1) inservice at the local level, (2) short, intensive workshops, (3) college courses from a local institution, or (4) attendance at adult education professional meetings and conferences.
6. The evaluation strategies vary from program to program across the state; they should vary. However, it appears that they have little or no linkage with program goals and objectives. Evaluation

should be both formative and summative. It should arise from the goals and objectives. It is recommended that all local program officials review their program goals and objectives so that they are clear and succinctly written, then determine the evaluation measures needed.

7. Adult education programs must be expected to impact on the quality of life of the individual. Therefore, it is recommended that the expected results be gleaned from the goals and objectives. It is difficult for one to definitively deal with "more locations" as an end result. More locations, of course, may be needed in the delivery system if the program is to serve the individuals of the community; however, it should not become an expected result.

CHAPTER 3

EVALUATION OF LOCAL PROGRAMS

Program evaluations were obtained from the local supervisors, state adult educational specialists, and project staff. The instrument focused on program elements that are considered to be essential for conducting an ongoing, viable program for adult students. Supervisors evaluated their own programs. This provided opportunity for them to reflect on a number of program elements, recognize elements that will require improvement, and identify the strengths of the program.

Each state adult education specialist was asked to evaluate each program in his region following each supervisor's ratings. This was done to (1) validate local supervisors' ratings, (2) identify areas in which he could be of assistance to local supervisors, and (3) identify common strengths and needs of the programs under his supervision.

Procedures Utilized in Obtaining Data

An instrument was developed for program evaluation. It consists of twenty-four statements about aspects of an operational program, each of which was to be rated by both the local supervisor and the state specialist using a 1-5 continuum. A sixth response, N, was provided to be used for items that were not applicable. The definitions of each response category on the continuum were:

1 - No effort is being made
2 - Major improvements are needed
3 - Some improvements are needed
4 - Satisfactory progress is being made
5 - Excellent progress is being achieved

Space was also provided for comments by both the supervisor and the specialist. Copies were produced and distributed by personnel in the State Department of Education.

Two evaluation forms were to be completed for each program, one by the supervisor and one by the specialist. Each evaluation form was completed independently by the supervisor, but the specialist was asked to interview the supervisor and other local administrative officials prior to determining a rating. The interview provided opportunity for the specialist to have direct input into program operations by suggesting ways to upgrade any area of need.

Eighty-five usable local supervisor forms were received and eighty-two usable specialist forms were received. Some were not usable because they had been poorly duplicated or collated with some items omitted.

When the forms were received, they were analyzed by establishing a frequency count for each of the continuum ratings. The frequencies were then translated into percentages and are presented in chart form. Each percentage was calculated by using an item N because some of the items were not completed by either type of rater.

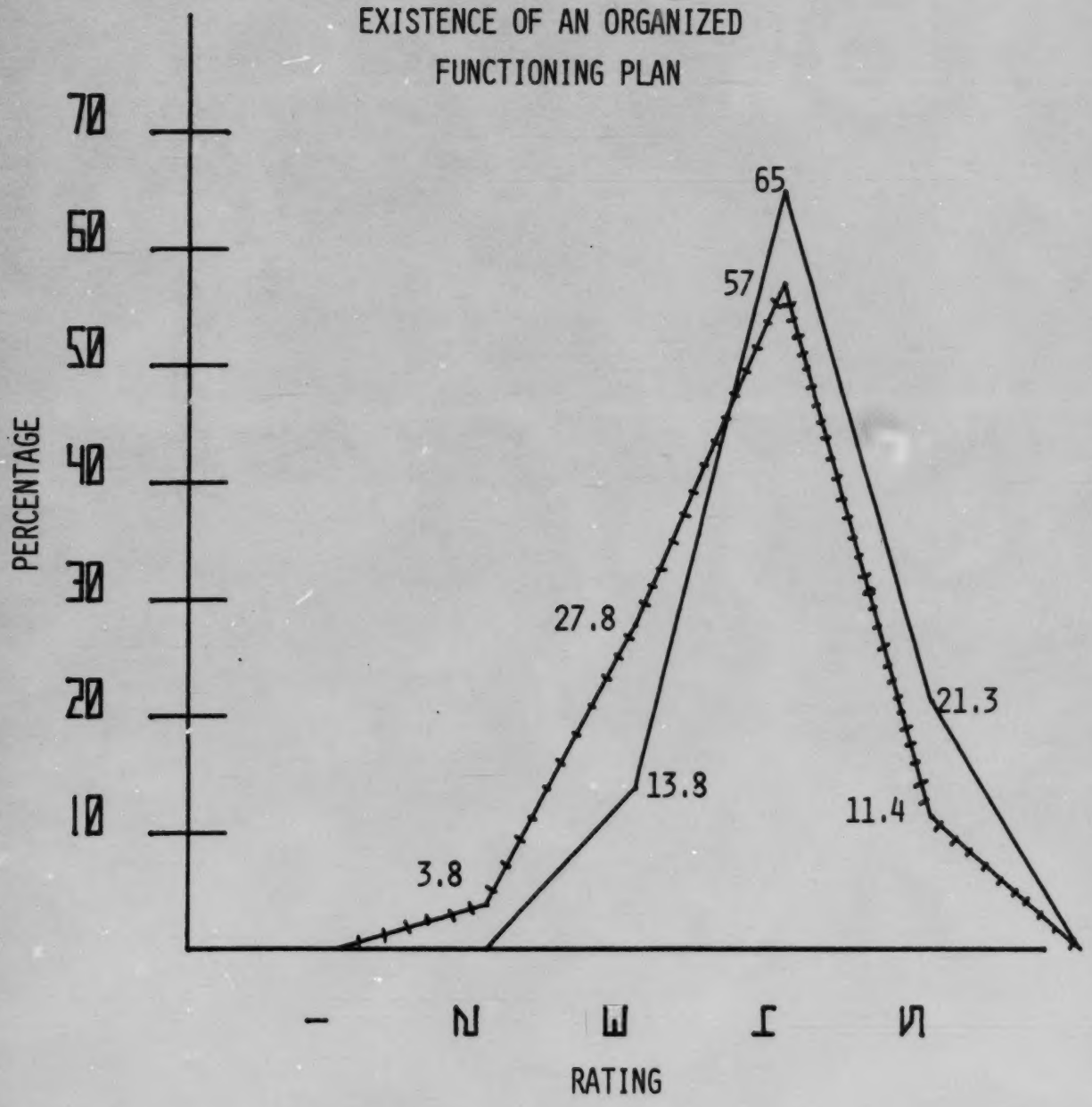
Discussion

The existence of a functioning plan for the improvement of instruction was rated as either satisfactory or excellent by the majority of the supervisors and specialists. However, the specialists rated approximately 14 percent of the programs as needing some effort, or a major effort, for improvement in planning for instruction. The local supervisors rated 3.8 percent as needing major improvements and 27.8 percent as needing some improvements. Chart 1 shows the percentage distribution for this item.

Encouragement of effective teaching shown in Chart 2 was determined by using several variables. Ratings on securing a competent, certified staff were used as one variable. Flexible scheduling, use of resources persons outside of public education in curriculum planning, evaluation, and

CHART 1

EXISTENCE OF AN ORGANIZED FUNCTIONING PLAN

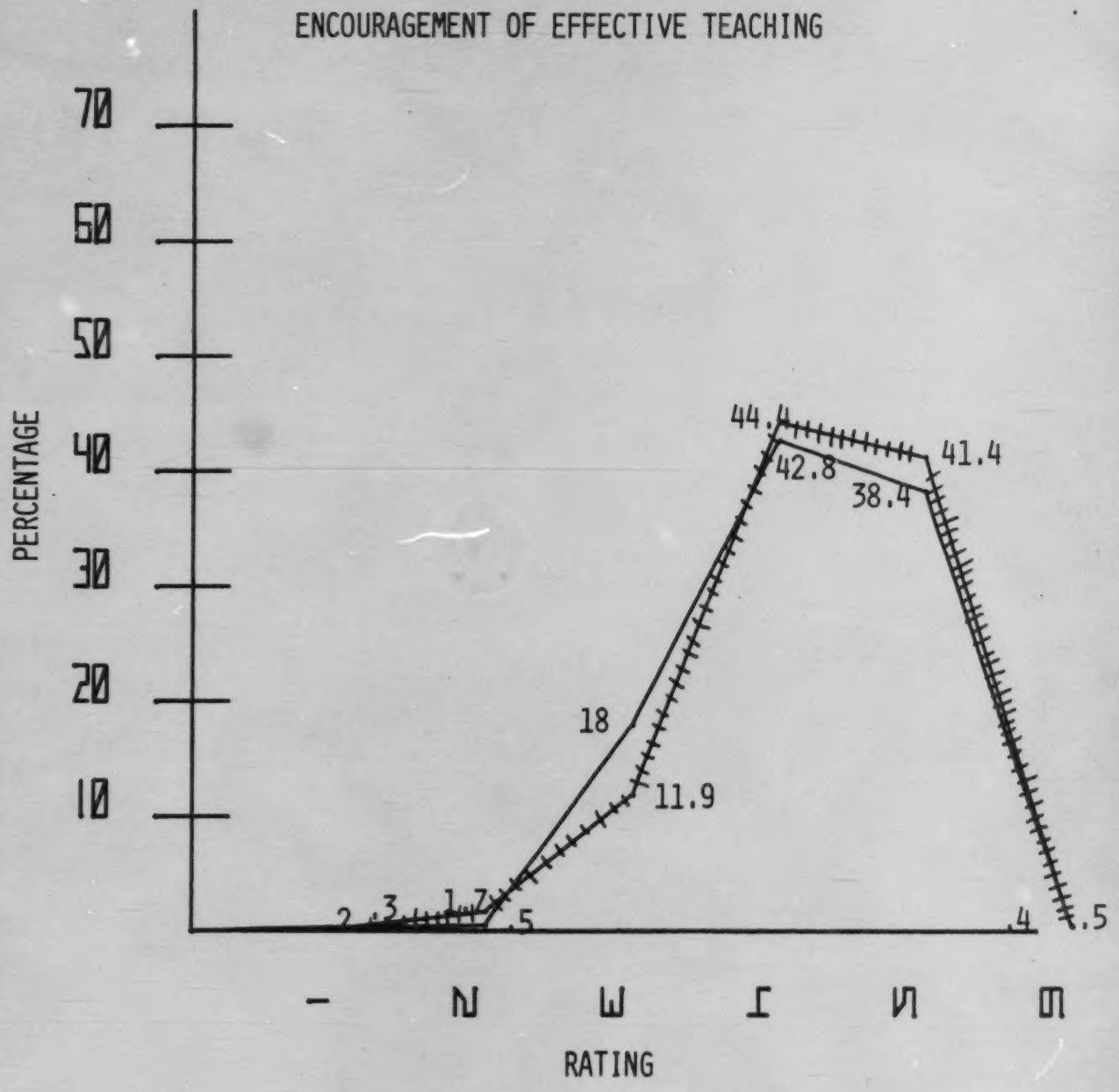


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 2

ENCOURAGEMENT OF EFFECTIVE TEACHING



LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

37

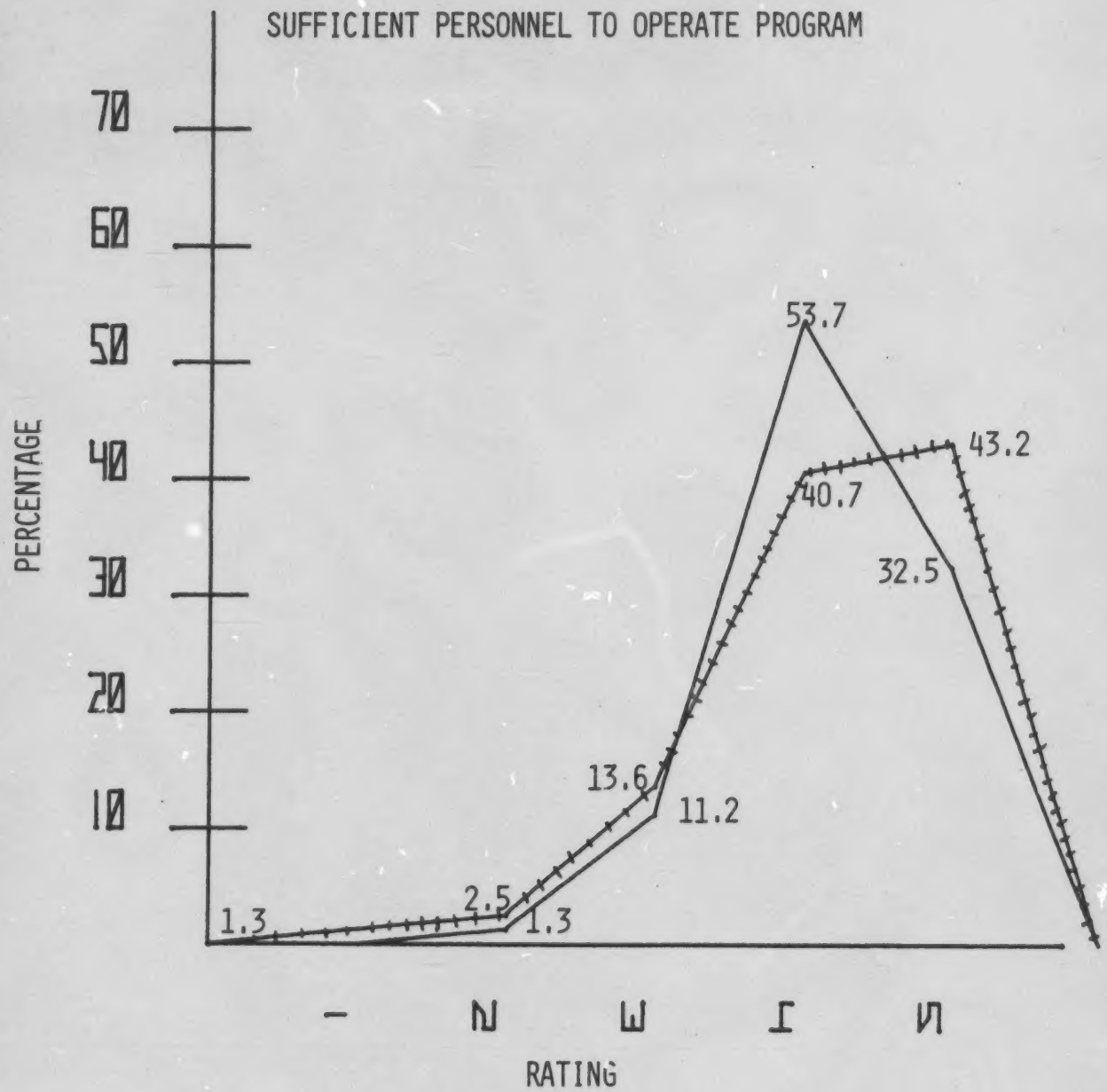
organizing physical facilities were the other variables used. When the responses were examined, 85.8 percent of the supervisors and 81.2 percent of the specialists perceived the encouragement of effective teaching as satisfactory to excellent. Eighteen percent of the specialists' ratings indicated that some improvements are needed in this area, while only 11.9 percent of the supervisors perceived the need. These data indicate that some work is needed to help supervisors obtain staff, schedule classes, obtain resource persons, and evaluate their programs. A sample of one in six supervisors needing help in these areas represents a manageable number for training. Inspection of the data indicated that the supervisors see the need for assistance in obtaining community resource persons for curriculum planning. The specialists also indicated some need in this area.

Chart 3 deals with the concept of personnel. Specifically, it refers to the availability of sufficient personnel to conduct the program. The supervisors (83.9 percent) and the specialists (86.2 percent) rated the availability of sufficient personnel as satisfactory to excellent. One must infer that ABE supervisors have a reservoir of people that are available to them for teaching in ABE and that the teachers are conducting a satisfactory program.

The role of the supervisor is varied; it encompasses many activities and requires a number of skills. Chart 4 shows the perceptions regarding the role of the supervisor in relation to efforts to design inservice, efforts for implementing inservice, abilities to observe teaching and communicate personal observations, and the ability to review written plans for improving the total ABE programs. The supervisors perceived that they were performing satisfactory to excellent (74.9 percent). However, 24.8 percent indicated that some improvements are needed in all areas. The

CHART 3

SUFFICIENT PERSONNEL TO OPERATE PROGRAM

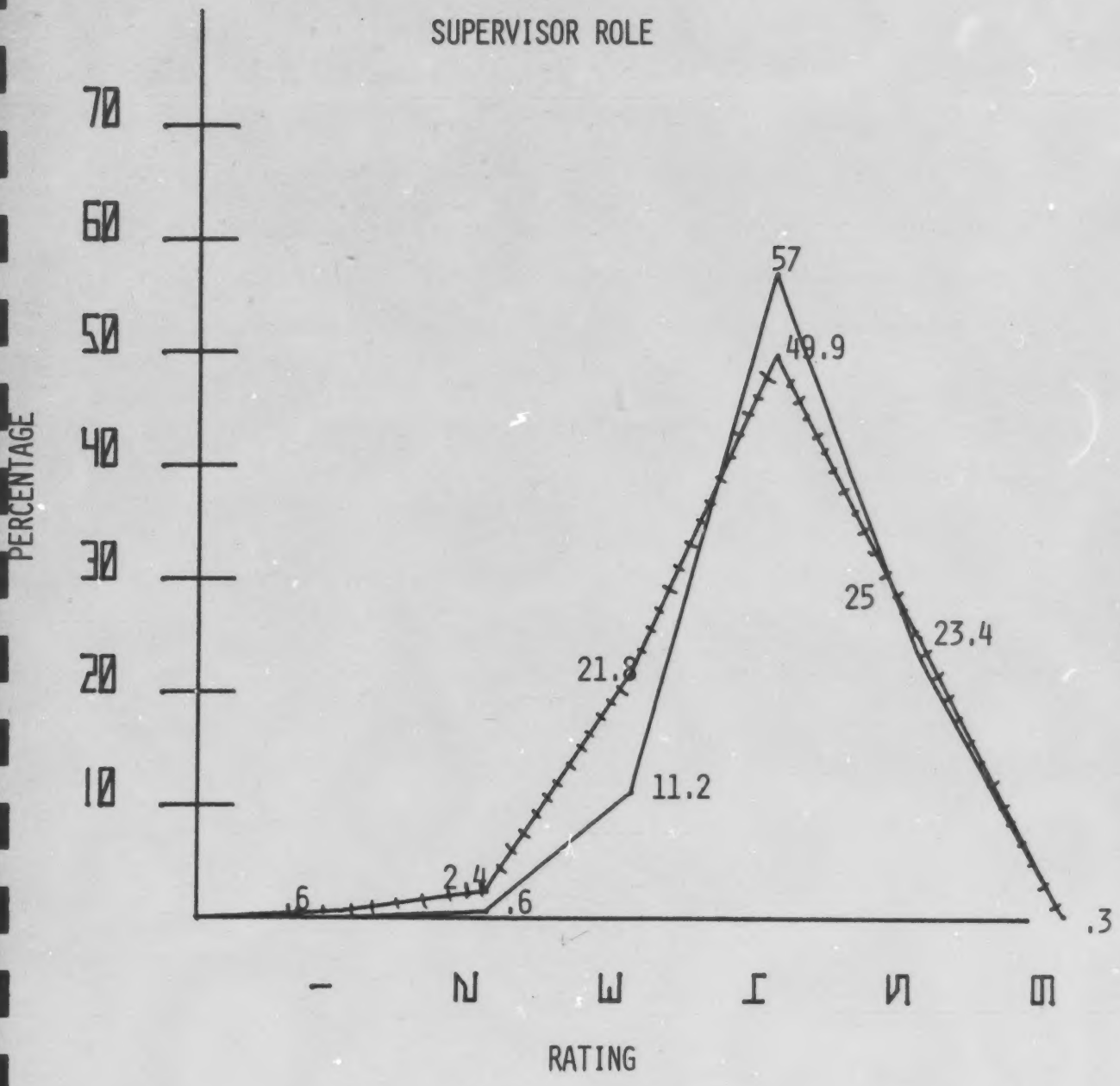


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 4

SUPERVISOR ROLE



LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

specialists' perceptions tended to parallel those of the supervisors except that only in 12 percent of the cases did they perceive that some improvements are needed.

The data indicate that assistance is needed with the classroom observation process and in reviewing the observations with teachers. The ratio between supervisor and teachers may be of such magnitude that it and, in some cases, the distances between the central office and the operational site may account for the need for assistance. It appears that this is a dimension that should be given discussion and attention at both the local and state levels.

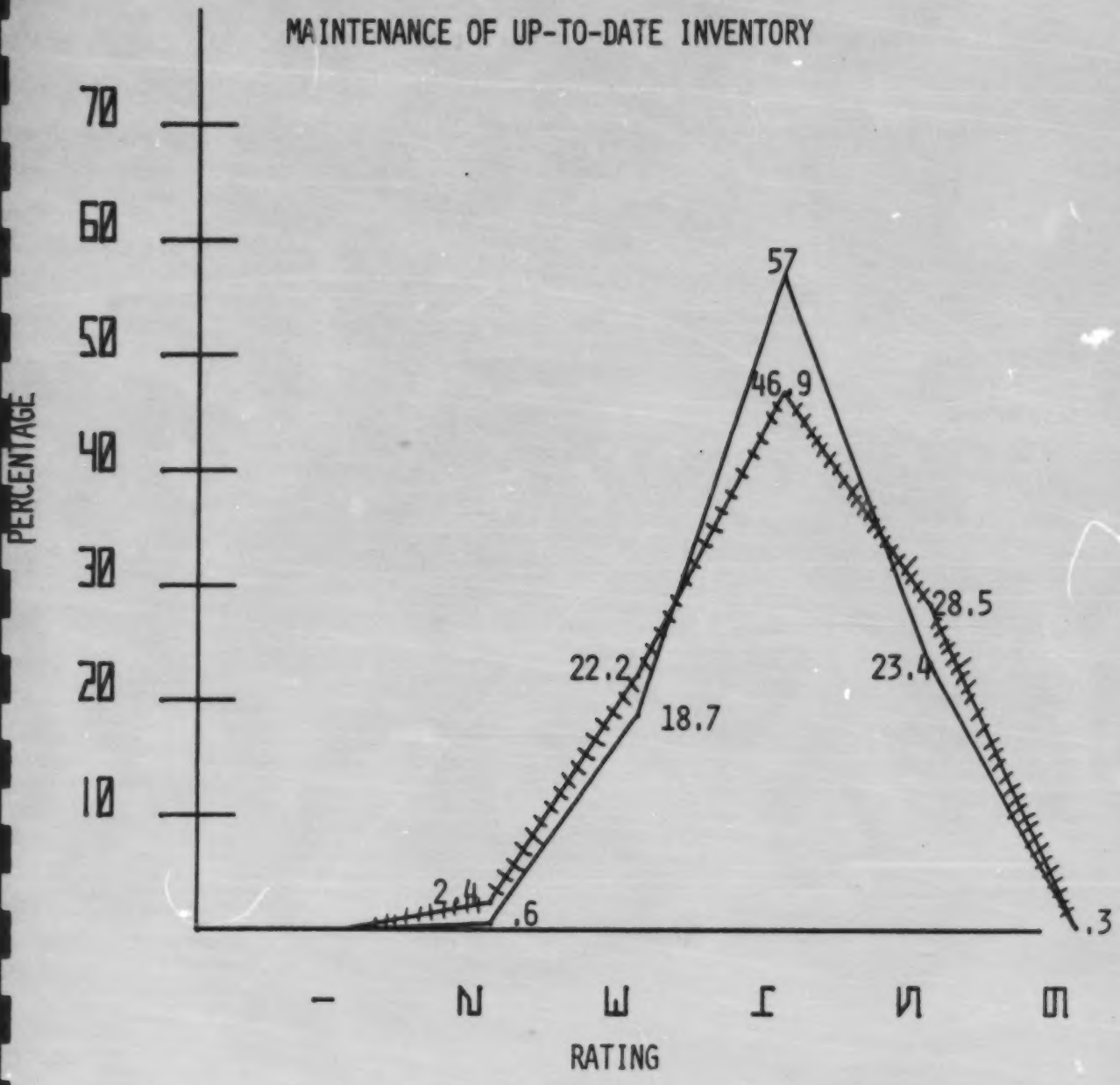
Inventories of instructional materials are needed in order to provide the best possible access to them. Chart 5 shows that the specialists and supervisors believe that the inventories are adequate in most instances. For those instances where materials inventories are not readily accessible, it seems that time spent during the summer months when enrollments are minimal would correct the situation and help the local system prepare for the coming year.

The supervisors and specialists both agreed that reports and records are maintained and are accessible whenever they are needed. Chart 6 shows that both groups rate accessibility to reports and records as being satisfactory to excellent.

Establishing classes for those individuals who need instruction requires a number of different people and agencies. Chart 7 provides the ratings concerning cooperative efforts to establish classes. Although both supervisors and specialists indicated that cooperative efforts are employed when ABE classes are established, 5 percent of the supervisors perceived

CHART 5

MAINTENANCE OF UP-TO-DATE INVENTORY

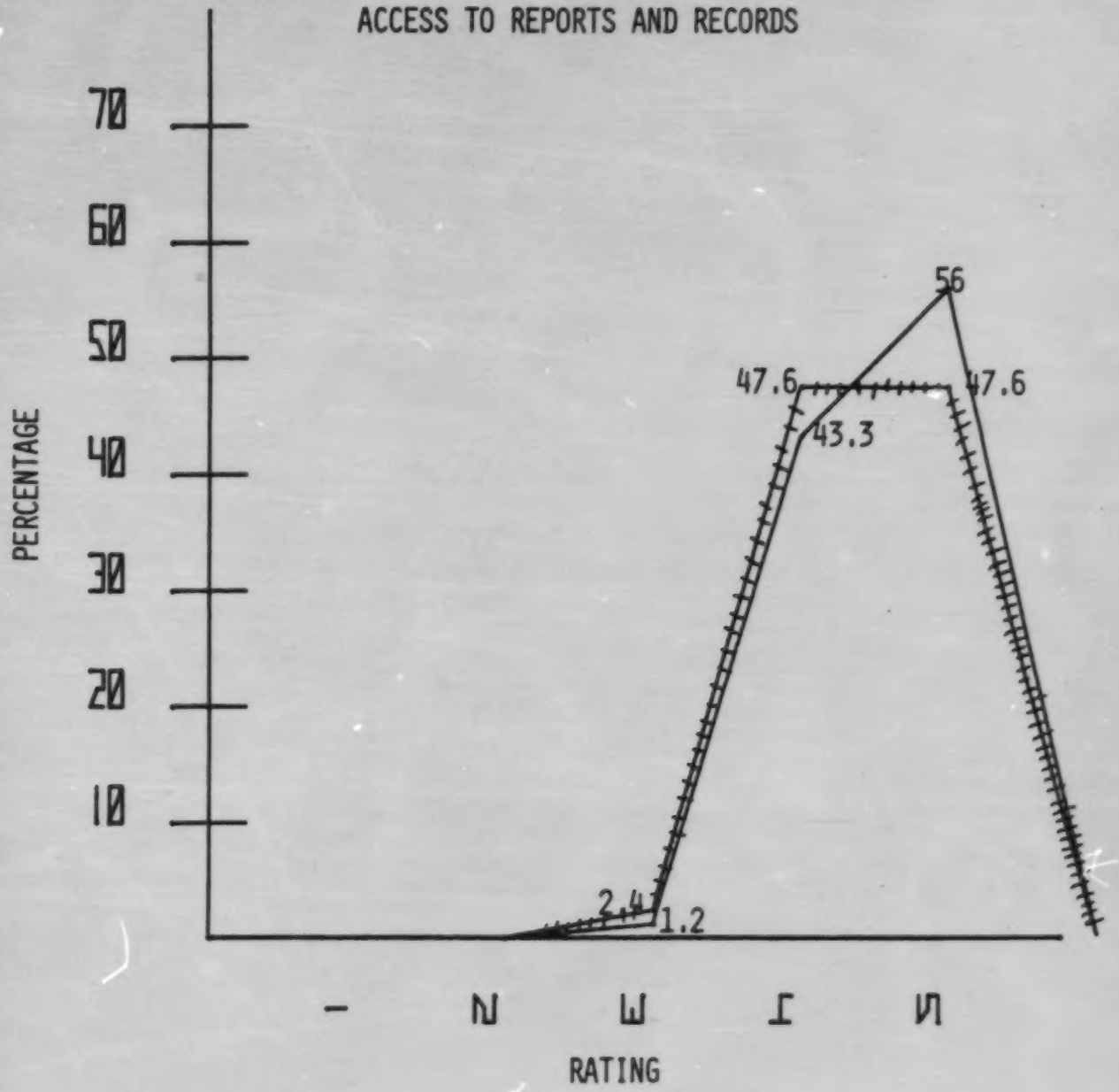


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 6

ACCESS TO REPORTS AND RECORDS

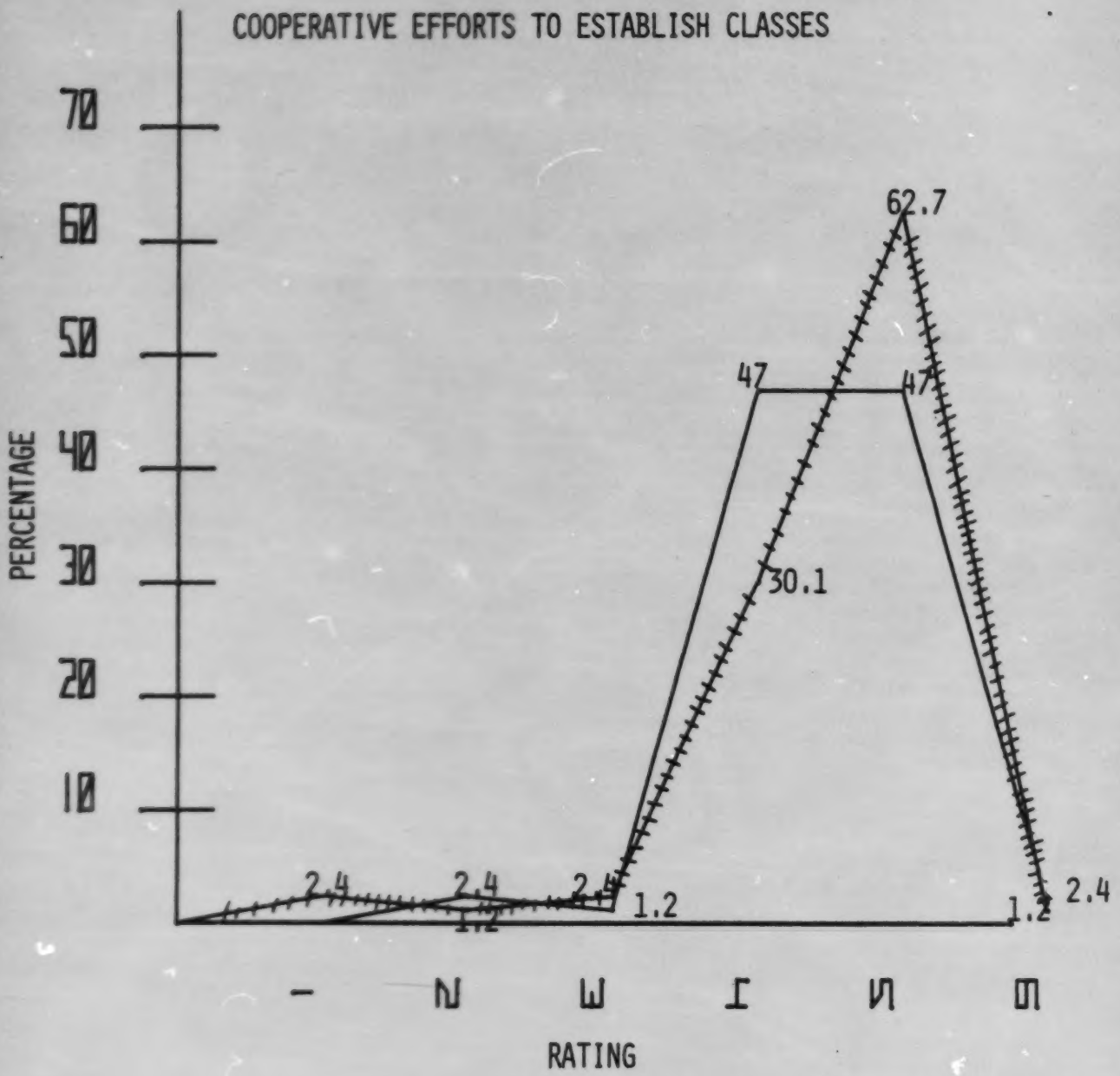


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 7

COOPERATIVE EFFORTS TO ESTABLISH CLASSES



LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

that some improvements are needed. Early contact with other agencies in the county, informational sessions with agency personnel, and meetings with employees or clients who represent the target audience are strategies that could be implemented to help overcome the need seen by the supervisors.

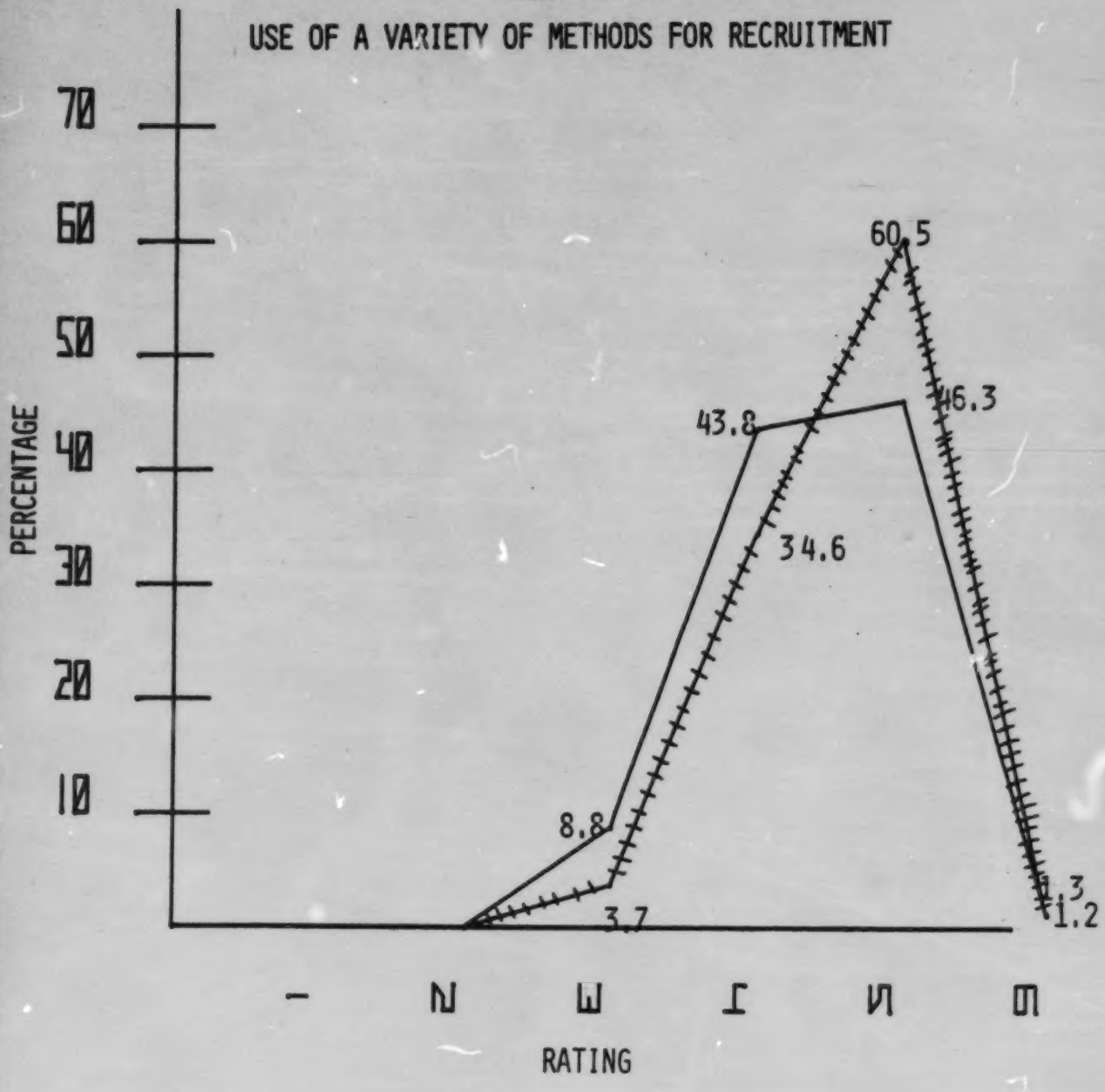
Recruitment is a process through which adults become aware of available classes. Displays, exhibits, open houses, news media, and printed publications are means that can be used to develop the awareness. Supervisors and specialists indicated that satisfactory to excellent progress is being achieved in using a variety of recruitment techniques (Chart 8). However, 8.8 percent of the specialists rated their programs as needing some improvement with their recruiting, especially in the use of a wide variety of techniques.

The community is an essential element to be considered when ABE programs are developed, implemented, or modified because it is macrocosm that contains the potential learner. Therefore, the community must be constantly furnished with information about a local ABE program in order for it to fully understand what is happening with the program. The perceptions of both the supervisors and the specialists indicated that there is a significant need for improvement in furnishing information to the community about (1) the purposes and objectives of ABE, (2) the course of study employed in the program, (3) the ABE staff and class locations, (4) the counseling dimension of the program, and (5) how community organizations can cooperate and interface with the ABE program. Chart 9 shows that 19.2 percent of the supervisors and 17 percent of the specialists' ratings suggested that either some or major improvements are needed in this area.

A review of the data suggests that the community needs to be furnished with information regarding the counseling dimension of the ABE program.

CHART 8

USE OF A VARIETY OF METHODS FOR RECRUITMENT

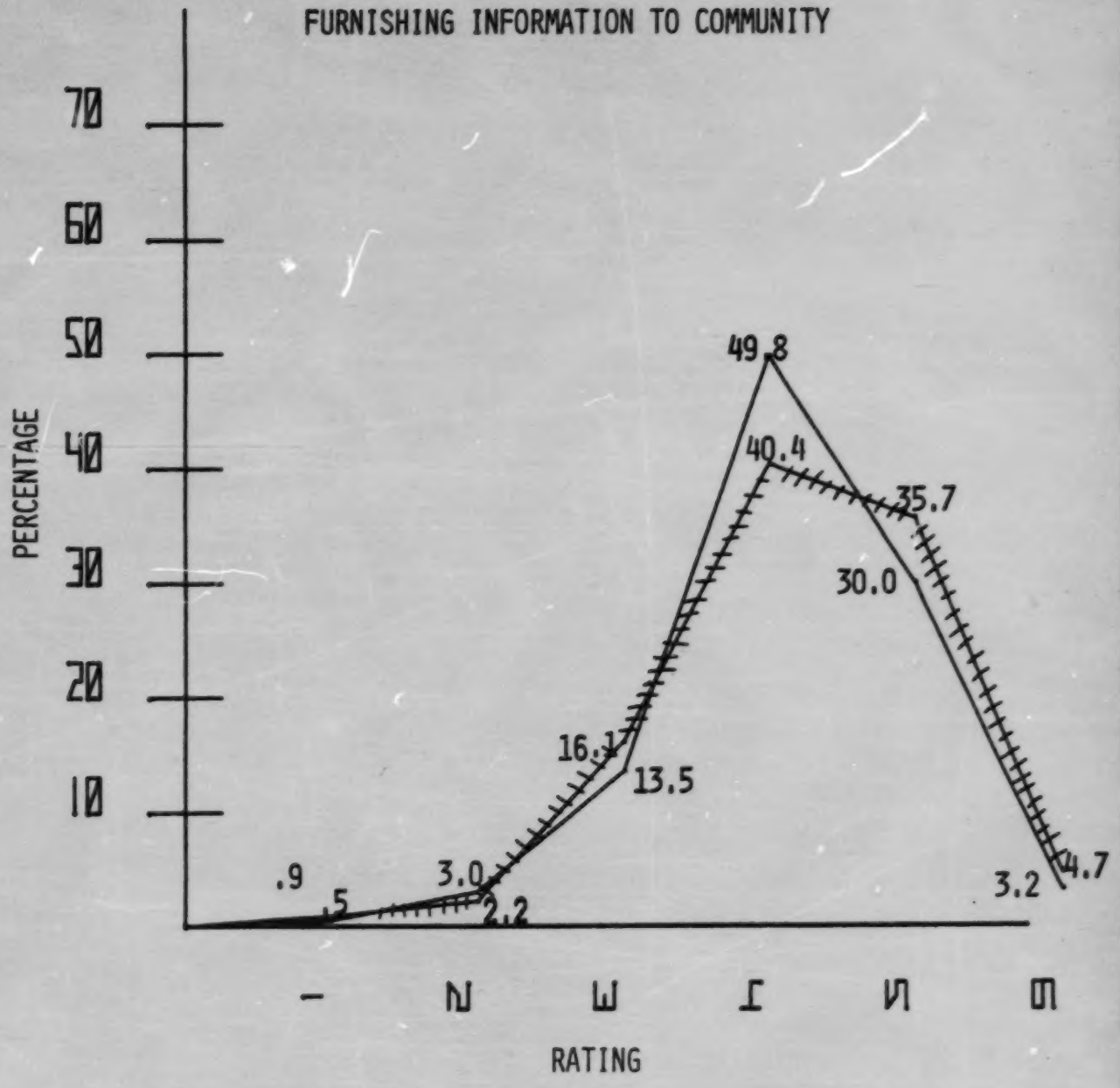


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 9

FURNISHING INFORMATION TO COMMUNITY



LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

Counseling becomes especially meaningful for adult learners because it helps them see that their problems are not insurmountable. Whenever adult learners realistically face day-to-day needs, they are on the way to overcoming problems that can be recognized and dealt with appropriately.

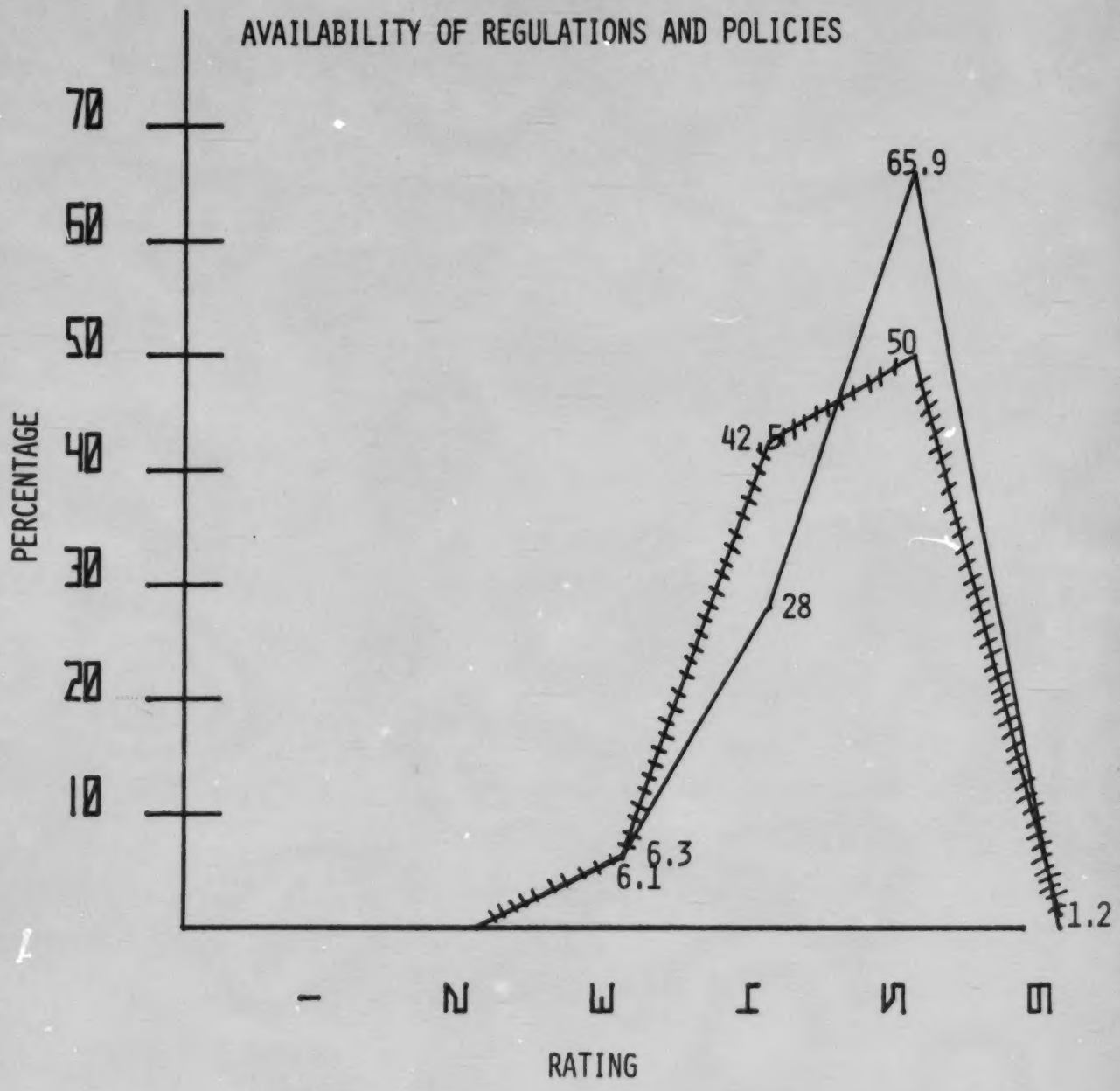
Supervisors and specialists agree that the legal dimensions of the ABE program, i.e., rules, regulations and policies (Chart 10), are maintained in accordance with state policies. Reports are developed, filed, and maintained also in accordance with state policy (Chart 11). Both groups agree that the legal dimensions are being achieved either satisfactorily or excellently.

The local supervisor and the state specialists indicated that the facilities and materials are adequate. The specialists' ratings were slightly higher than those of the supervisors, but each group was overwhelmingly positive. One must infer from Chart 12 that students who choose to attend ABE can be assured that they will have adequate facilities and appropriate materials with which to learn.

Data regarding the curriculum and instruction dimension of the ABE program are shown in Charts 13 through 21. They revealed satisfactory to excellent ratings in all cases by both supervisors and specialists. The program aspects evaluated were (1) availability of program goals and objectives, (2) variability of program to maintain student interest, (3) curricular elements, (4) individualization of instruction, (5) encouragement of students' independency, (6) student encouragement and self-image development, (7) maintainence and monitoring of student progress using pre- and posttest assessment, (8) informing students of their progress, and (9) utilizing acceptable classroom management.

CHART 10

AVAILABILITY OF REGULATIONS AND POLICIES

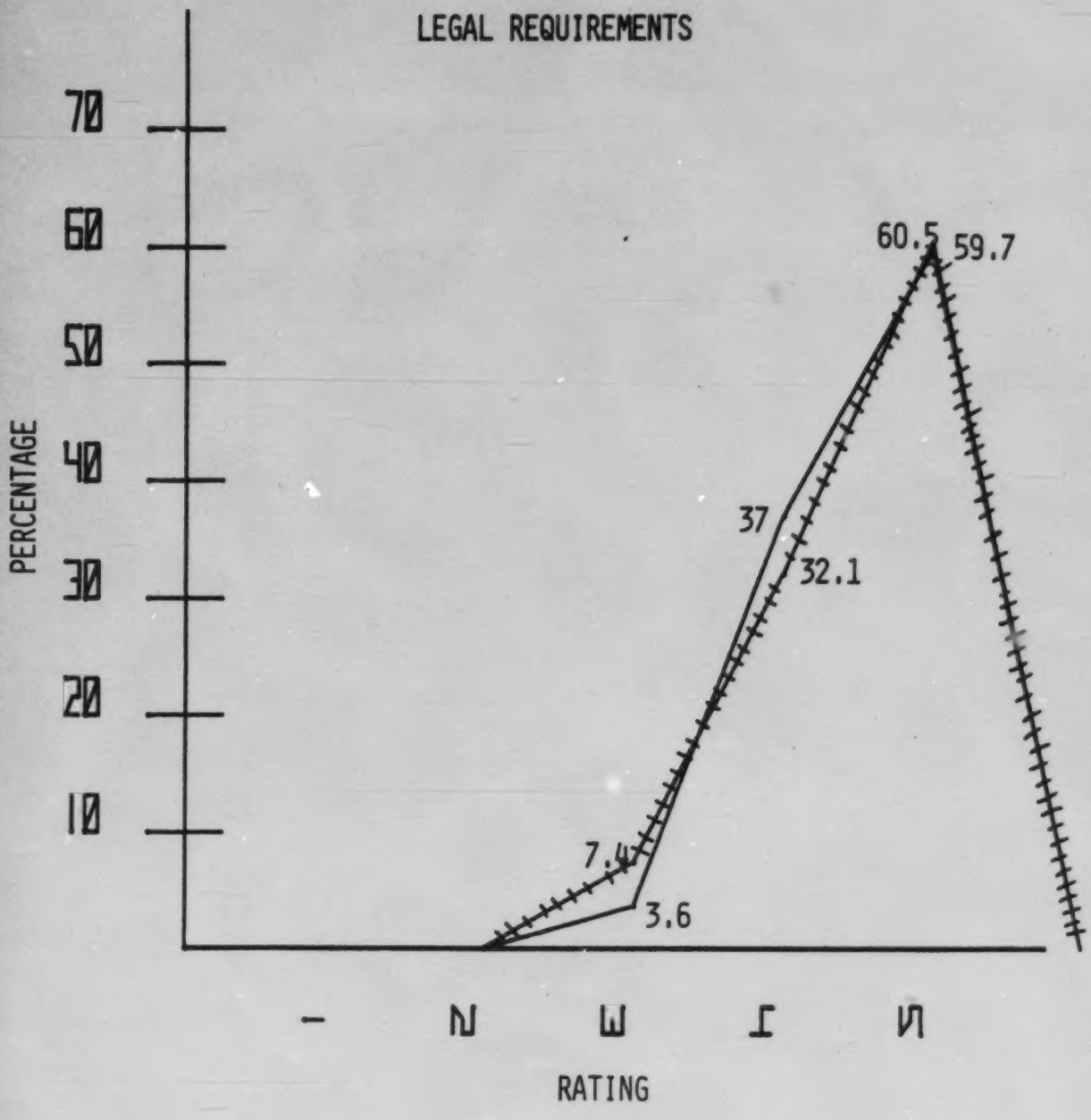


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 11

LEGAL REQUIREMENTS

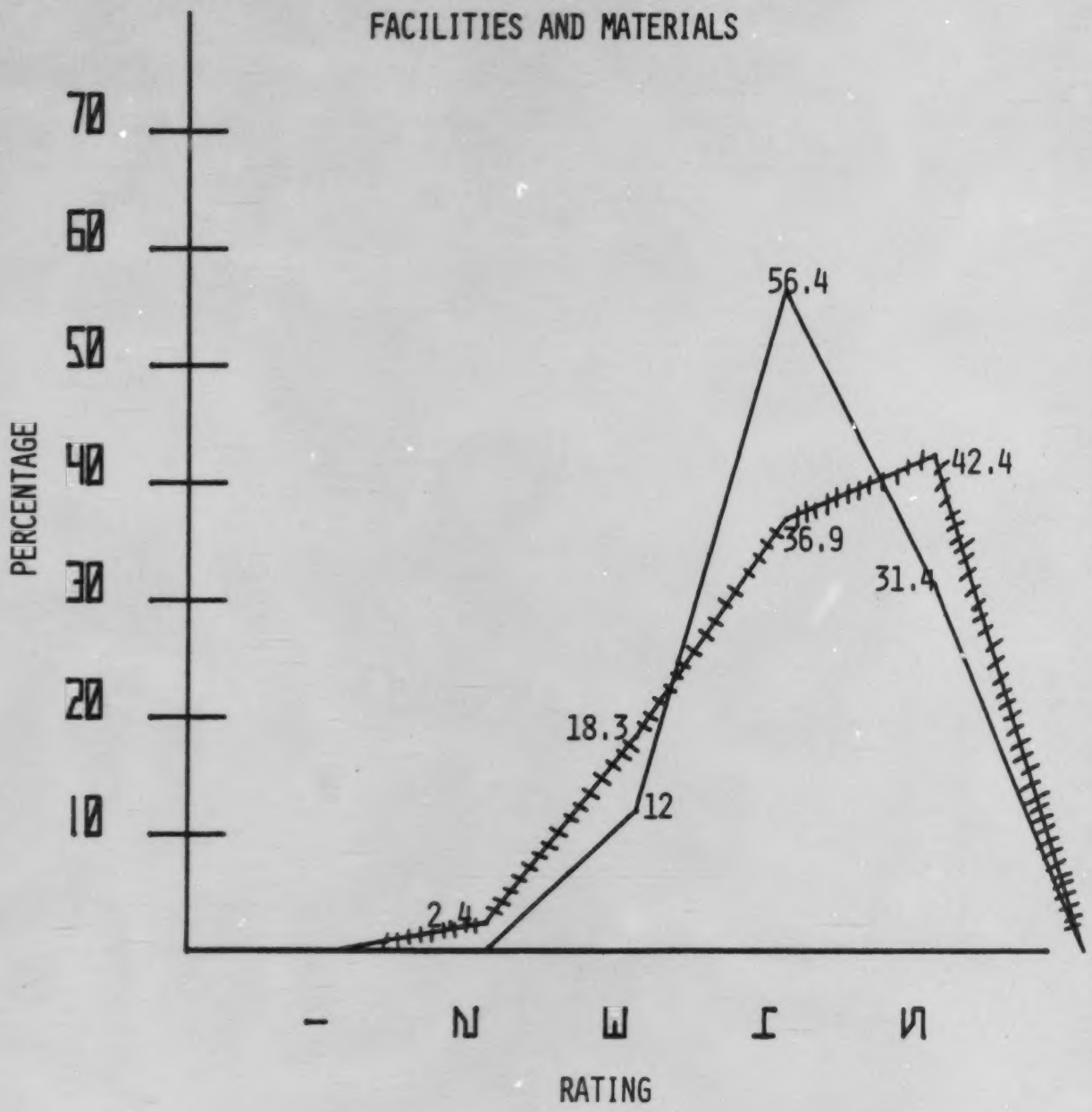


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 12

FACILITIES AND MATERIALS

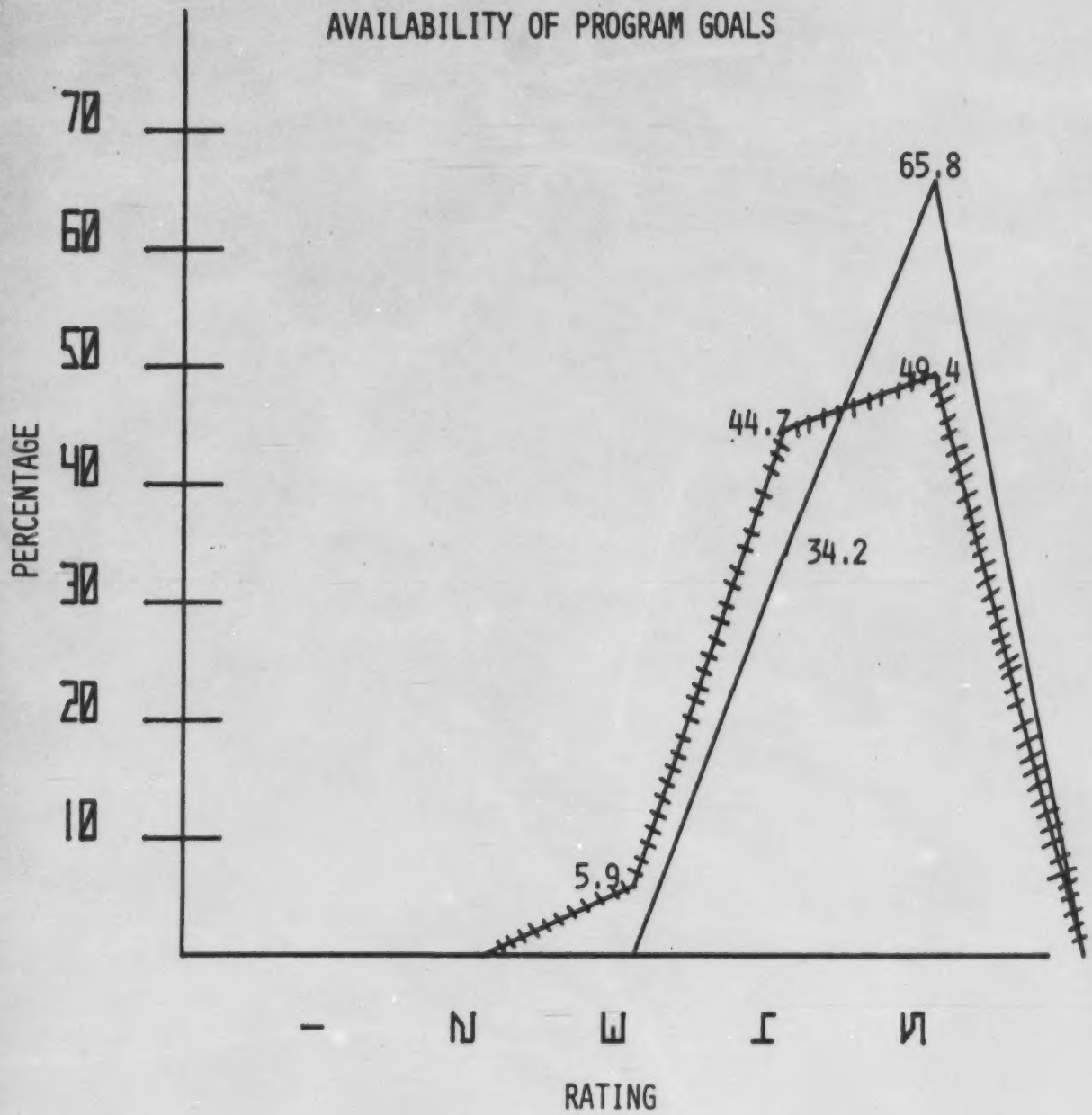


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 13

AVAILABILITY OF PROGRAM GOALS

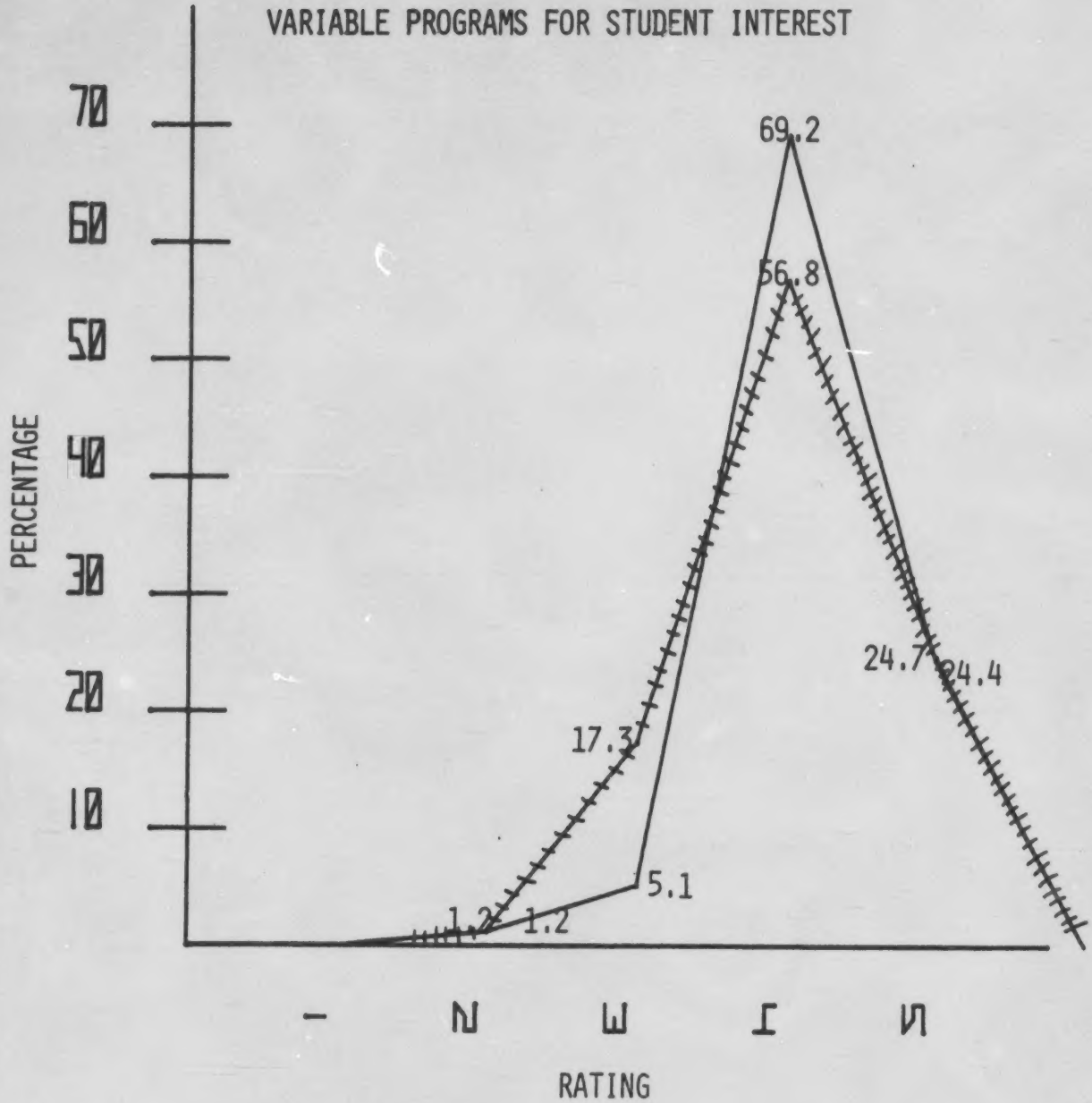


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 14

VARIABLE PROGRAMS FOR STUDENT INTEREST

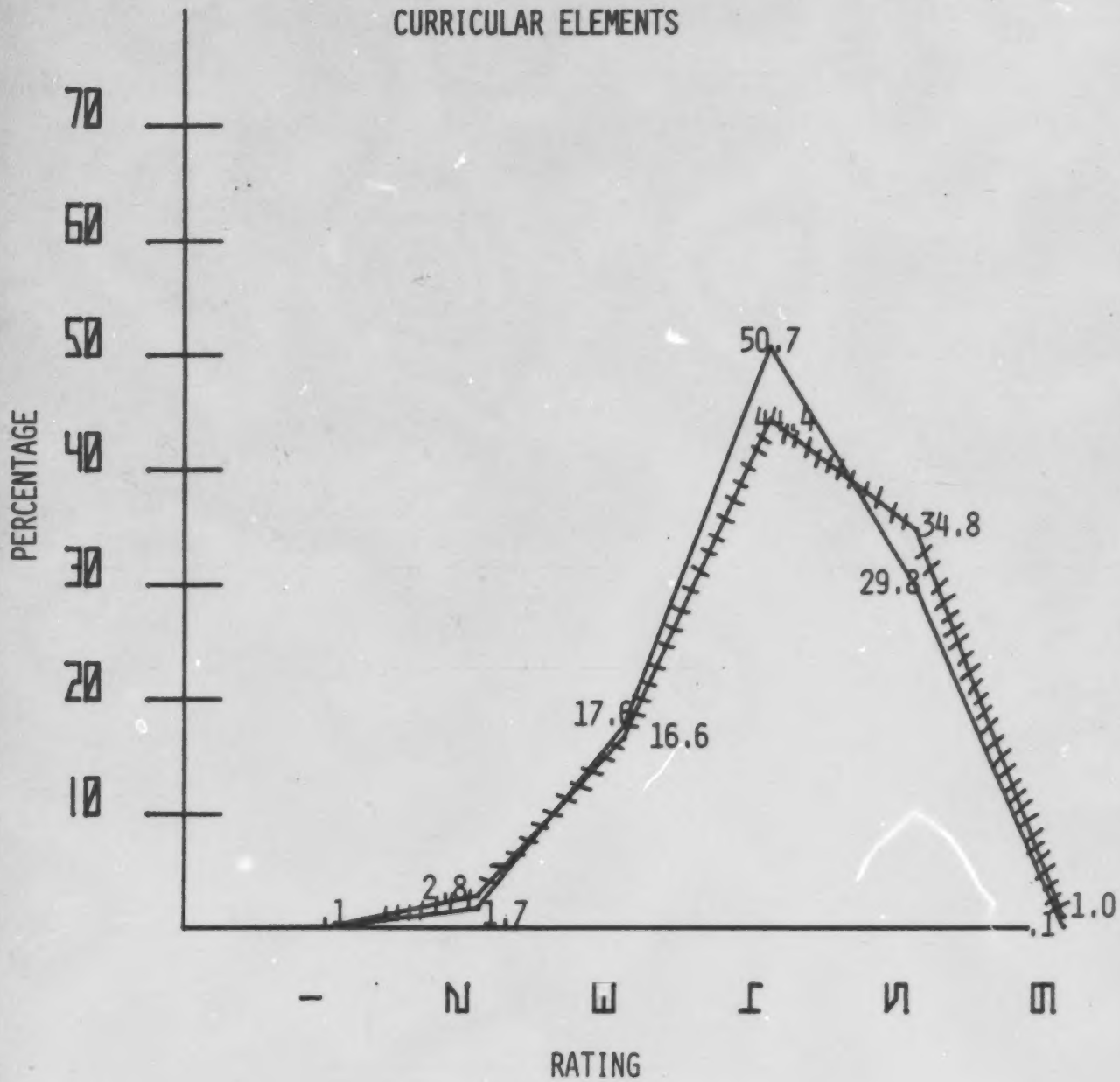


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 15

CURRICULAR ELEMENTS

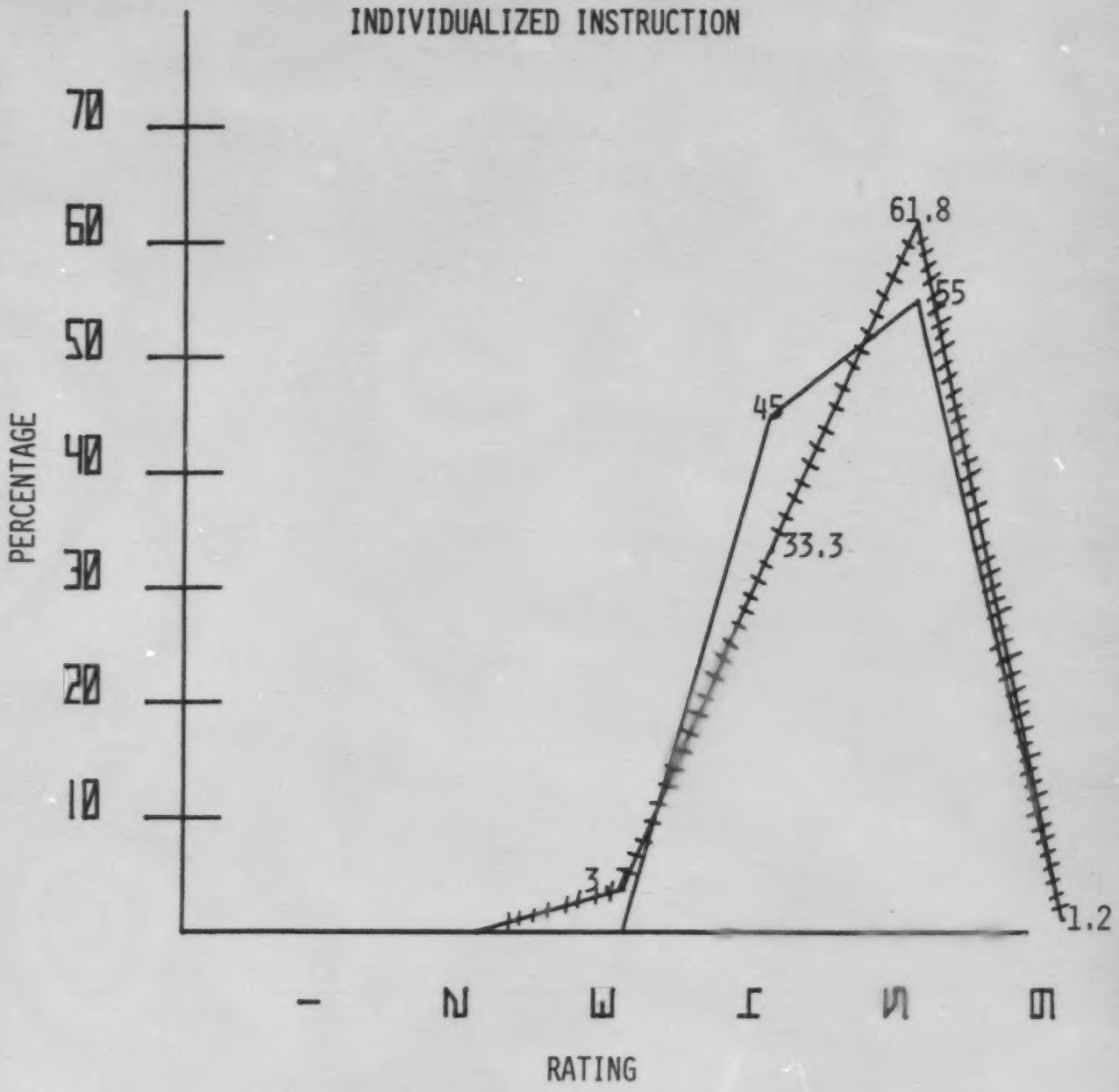


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 16

INDIVIDUALIZED INSTRUCTION



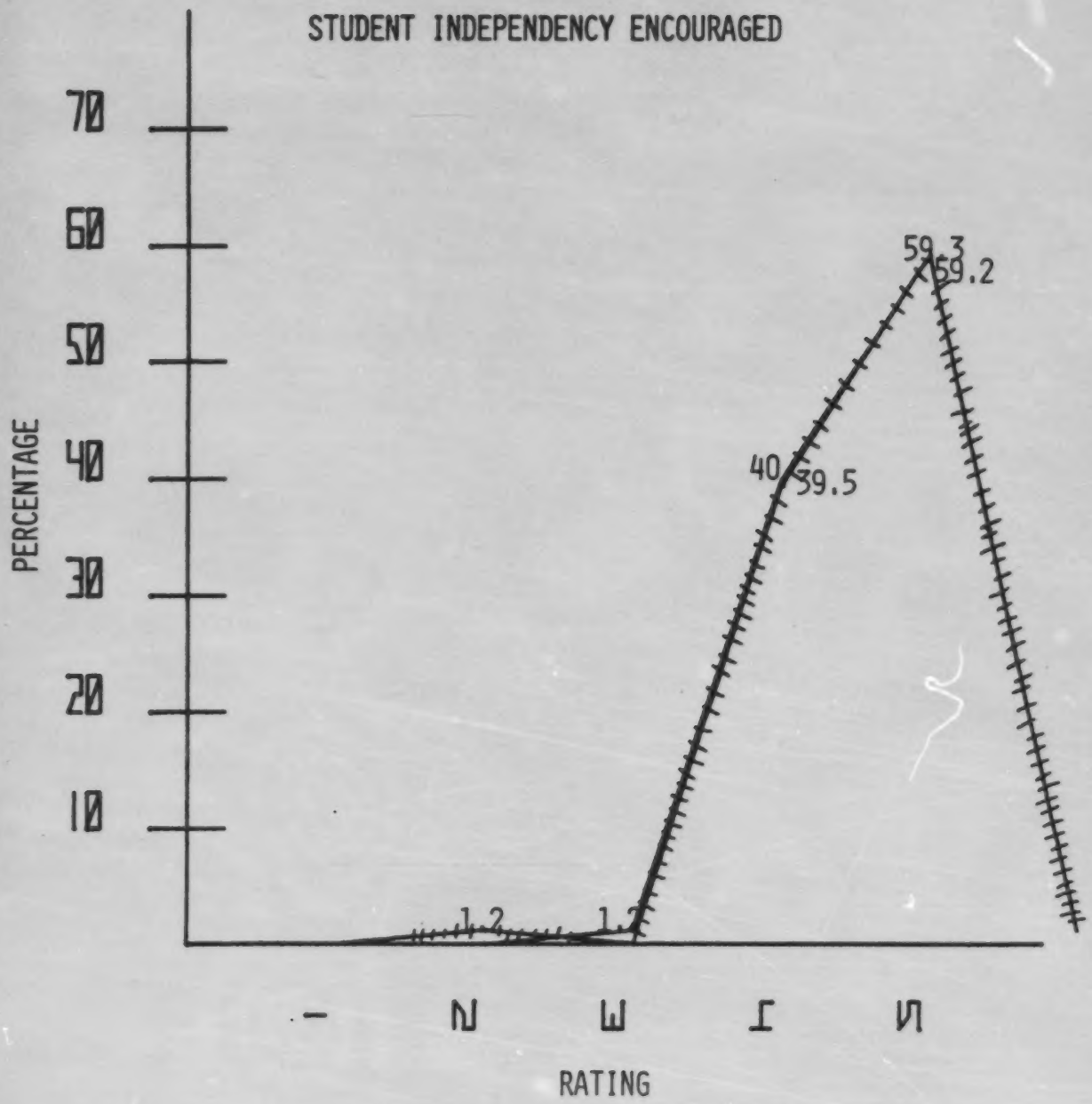
LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

55

CHART 17

STUDENT INDEPENDENCY ENCOURAGED

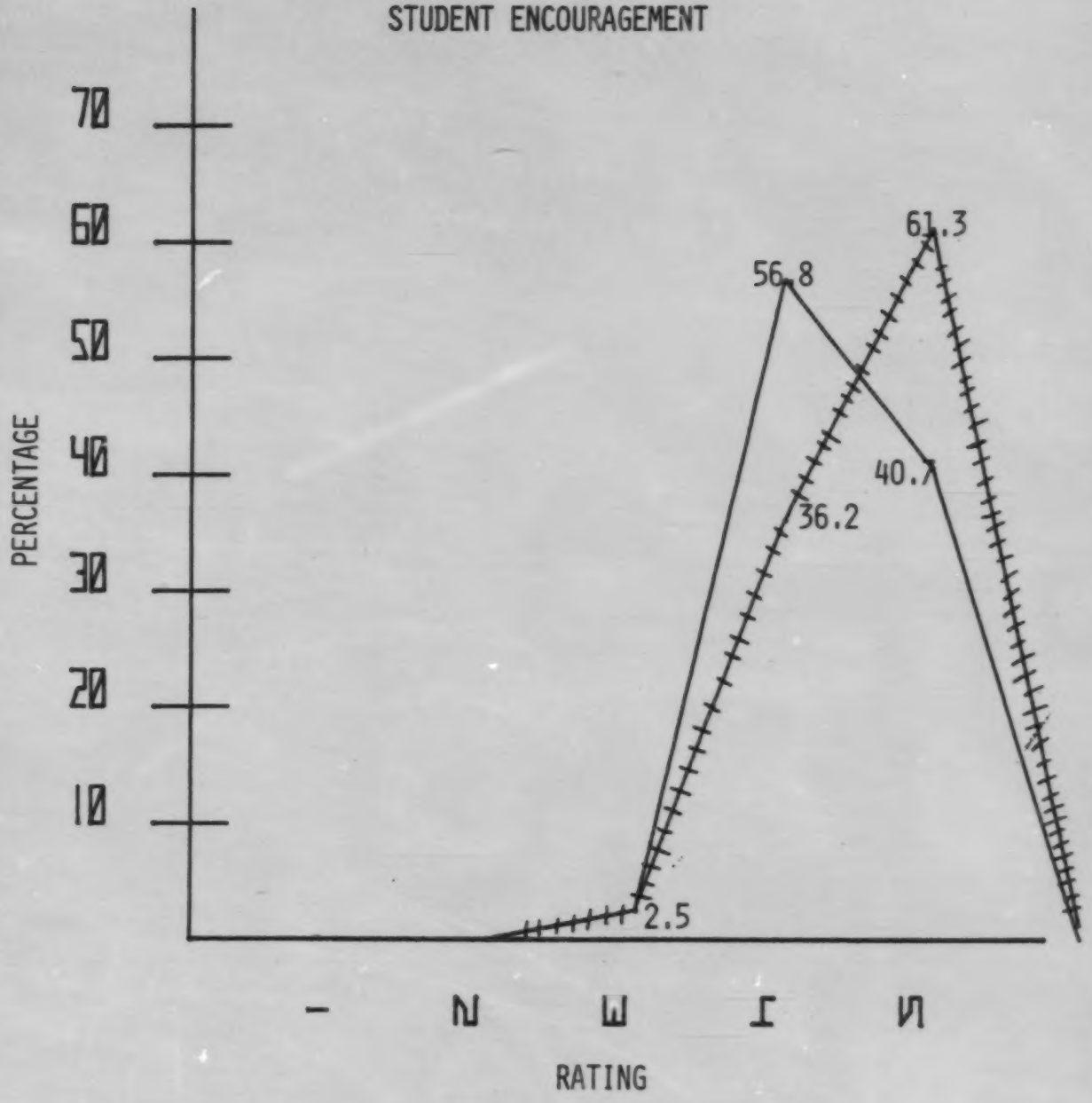


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 18

STUDENT ENCOURAGEMENT

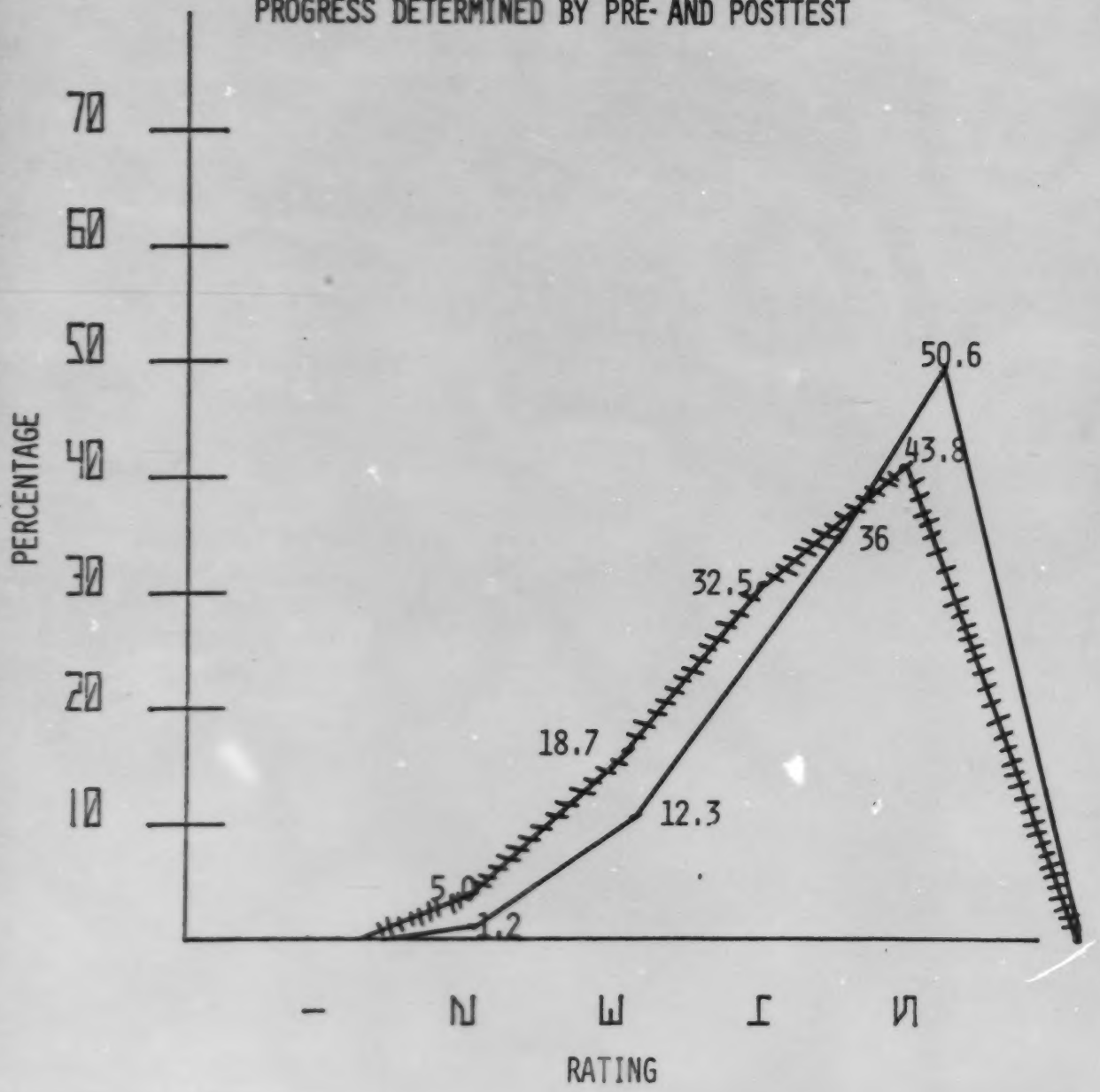


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 19

PROGRESS DETERMINED BY PRE- AND POSTTEST

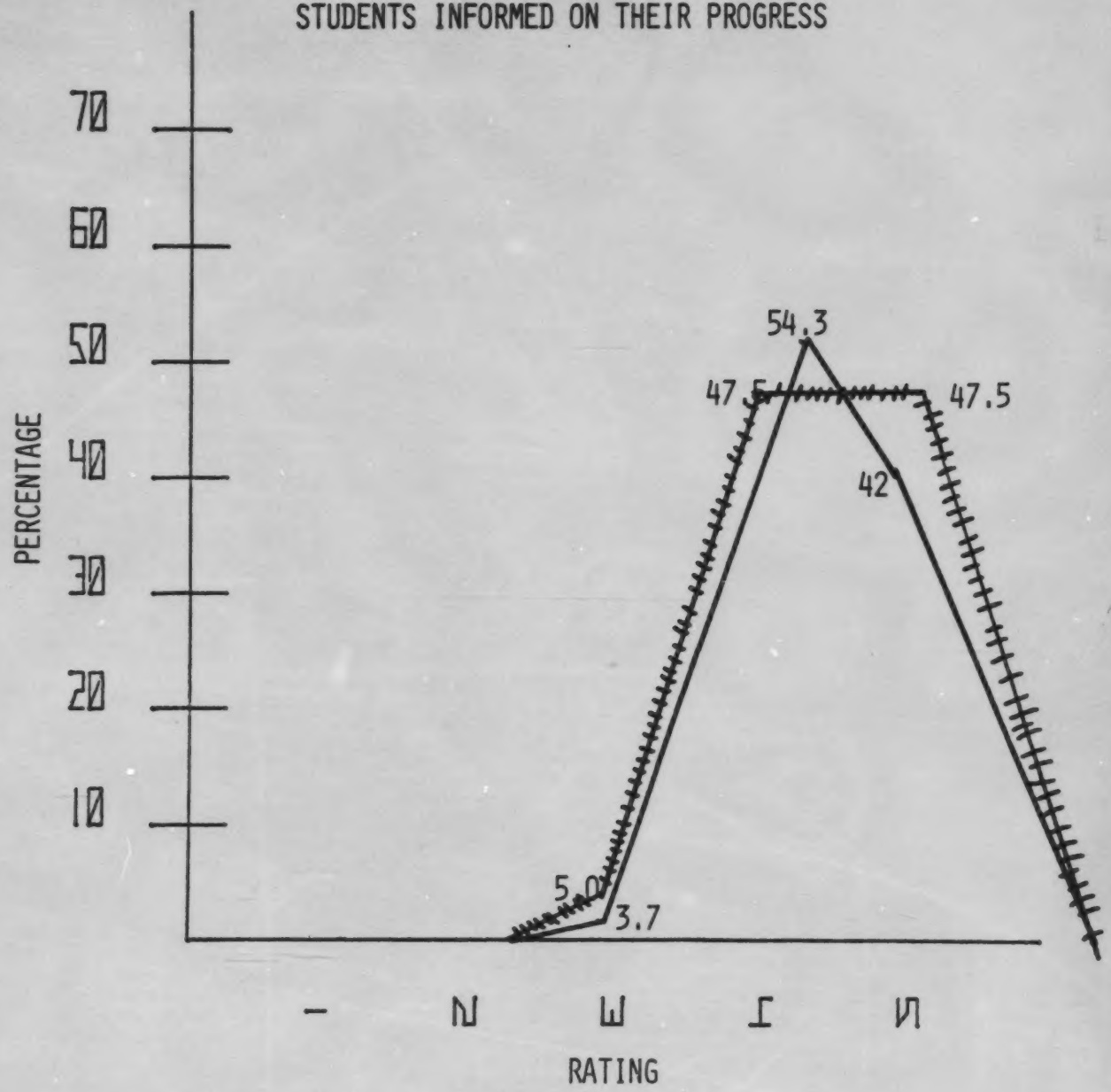


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 20

STUDENTS INFORMED ON THEIR PROGRESS

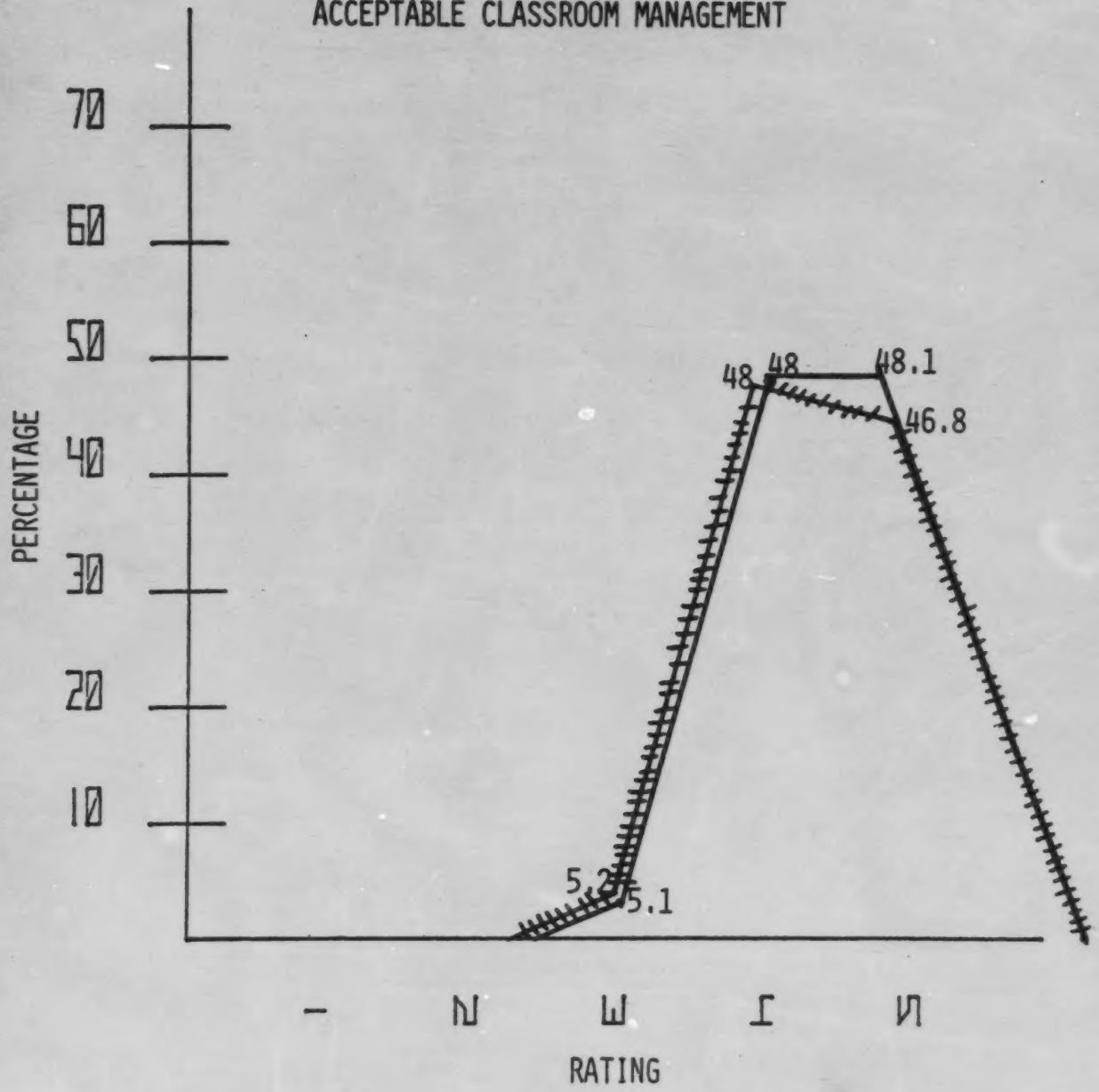


LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

CHART 21

ACCEPTABLE CLASSROOM MANAGEMENT



LOCAL SUPERVISOR = /////

6 = NOT APPLICABLE

Even though the curricular and instructional aspects were rated very high, there is a need to focus on some of them because the values indicated that there is a significant need for some improvement. The supervisors saw a need for improvement in the programs so that they can be varied to help maintain student interest. Eighteen percent of the supervisors rated the program as needing a more varied approach. If implemented, varied programs, tailored to student interest, would serve as retention tools.

Both supervisors (19.4 percent) and specialists (18.3 percent) indicated a need for improvement in the utilization of life-skill or coping-skill elements in the curriculum. Some of the life-skill tasks that need improvement include information on how to complete a job application, prepare for job interviews, and count money. Other personal aspects that need attention are communication skills, attitude development, and personal, basic health and hygiene.

The supervisors (23.7 percent) indicated that student progress using preassessment and postassessment measures need some improvement to major improvement. The specialists (13.5 percent) agreed. This aspect of the program should be studied and should become a source of discussion at local, regional, and state levels.

Findings

Several findings are evident from the data obtained by the Program Evaluation Form:

1. Supervisors and specialists perceive the ABE programs as making satisfactory to excellent progress on the program dimensions measured by the form. Even though certain variables received a majority of satisfactory or excellent ratings, there was a large enough percentage that did warrant some improvement.

2. An organized, functioning plan for instruction is needed by some LEA's across the state. Both supervisors and specialists indicated that work was needed to bring these programs to a satisfactory position.
3. Supervisor ratings suggest that assistance is needed to help them obtain staff, schedule classes, and identify community resource persons to assist with local programs.
4. Assistance is needed to help the supervisor with the classroom observational process. Assistance should be focused toward "how to review these observations with the classroom teacher."
5. Some improvement is needed to help the supervisor identify and implement a variety of recruitment strategies. Eight percent of the program supervisors rated this as a needed area for improvement.
6. There is a need for additional information about the ABE program to be furnished to the community. Nineteen percent of the supervisors and 17 percent of the specialists' ratings reinforced this need. Counseling about programs was a dimension of the instructional process identified as being especially needed by the community.
7. Curricular and instructional areas that need to be strengthened are (1) program variance to help maintain student interest, (2) utilization of life- or coping-skills as methods for instruction, and (3) pre- and postassessment measures to monitor student progress. Returns of the curricular and instructional areas represented approximately 20 percent of the total number of ratings by supervisors.

Conclusions and Recommendations

The analysis of program forms yielded several conclusions and recommendations:

1. Supervisors and specialists ratings revealed that the overall ABE programs are clearly either satisfactory or excellent in relation to those variables measured by the Program Evaluation Form. This indicates that ABE programs are following rules and regulations set forth for their operation.
2. Visiting classes was described as the local supervisor's major task, identified in an earlier chapter by instrument. Since this integral phase of the supervisory process has been described as needing some improvement, it is recommended that a series of regional sessions be devoted to developing a statewide monitoring form that can be used by all supervisors. This recommendation, when implemented, would establish a base of continuity of program monitoring across the state.

   Adult education specialists should provide the leadership for developing the monitoring instrument. Also, they should conduct a number of training sessions to assist local supervisors in administering and using the instrument and communicating the results to the classroom teachers. Communication becomes extremely important in local school systems in which the supervisor and teachers are colleagues during the daytime programs but have supervisor-subordinate relationships during the evening programs.
3. Local supervisors should capitalize on the expertise of individuals from the community to assist with the instructional process.

It is recommended that all local program supervisors creatively seek opportunities to communicate their goals and objectives to the general public and seek individuals whose experience will enrich their instructional endeavors.

4. ABE programs should vary their instruction to help maintain student interest. Whenever an individual has a high degree of interest for an endeavor, he/she tends to actively seek ways to continue this pursuit. ABE is no exception. Interested students remain in class, whereas disinterested ones tend to drop out. It is recommended that several inservice sessions be devoted to ways to vary instruction for the adult student.
5. Topics within the ABE classroom should be varied also. The life-skills activities represent an excellent source for making subject matter relevant for the student. It is recommended that representatives from all local programs be brought together in regional inservice meetings to identify and catalog a number of life- or coping-skill activities that have proven themselves successful in the ABE class. Participants would then return to their local units and conduct inservice sessions for other teachers.
6. All students should be aware of their beginning instructional levels and expectations for completion of classes. Preassessment and post assessment techniques offer the advantages of assisting the teacher with student placement for instruction and student progress. It is recommended that all programs adopt some type of pre-post assessment only in the basic areas of reading and mathematics because it will require (1) extra time and resources to

fund such measurement, (2) particular expertise in selecting or developing the measures, and (3) leadership to assist the teacher in using the diagnostic and counseling data. Preassessment and postassessment can occur only if the local supervisors and the state specialists agree to work toward identifying the time, resources, and talent to complete the task.

CHAPTER 4

CLASSROOM OBSERVATION

Classroom observation is one evaluation technique that is used to describe the actions of the individuals who are providing instruction or who are receiving instruction. This report is limited to descriptions about classroom teachers, those who provide instruction. The observations were made using a structured set of categories as a system.

The purpose of the classroom observations was to describe the actions that were occurring so that inferences could be made about the teaching process. The descriptions are limited to those elements contained in the structured system. Consequently, the inferences made from these observations must also be limited to the system.

Procedures Utilized in Classroom Observation

To conduct the structured observations, criteria were established to govern the process. The evaluation team working with state department officials decided to:

1. create an observation format that would provide insight into the teaching process
2. establish a sample that would be representative of the ABE programs across the state
3. determine the means by which the collected data would be analyzed and presented

The observation instrument, developed after reviewing articles and published observational instruments, consists of thirty-one items arranged

into eleven categories that are rated on a five-part continuum, with 5 being a high rating and 1 being a low rating. A letter N is provided to indicate any item not observed.

The categories of the observation form are (1) opening of lesson, (2) teacher actions, (3) use of instructional method, (4) lesson organization, (5) questions, (6) teacher non-verbal actions, (7) physical facilities, (8) teaching-learning climate, (9) evaluation, (10) closing of lesson, and (11) general rating. They were chosen because they represent actions that a teacher should perform sometime during the process of teaching. Each category includes one or more descriptive items except for the general rating, which has only a single item.

The observation form also includes general descriptive information, which consists of (1) instructor, (2) site, (3) observer, (4) number of students in the class, (5) subject or topic being presented, and (6) type of setting.

The sample selected for observation was obtained from a stratification of programs by setting. Discussions with state department specialists yielded information that resulted in the classification of programs as either urban or rural. Programs were considered to be operating in an urban mode if the population of the county area was greater than 15,000. The rationale for this classification was that (1) population areas greater than 15,000 usually have a variety of community support agencies that serve the needs of individuals, (2) health care facilities are available to serve client needs, and (3) a number of educational opportunities exist that deal with both continuing and aesthetic cultural needs of the individual. The sample consisted of 63 urban and 14 rural programs. Generally, the sample

is consistent with percentage of programs distribution across the state as perceived by the regional adult education specialists.

After the data were collected and prepared for analysis, a computer listing was obtained that provided a mean, median, mode, and percentage distribution for each item. Additionally, a single classification analysis of variance was performed using demographic characteristics of the sample as independent variables for comparsion on the categories of the observation form. The single classification analysis of variance was chosen because it permits one to compare several groups along a single dependent variable. A t-test was also used to compare two groups regarding a dependent variable.

Discussion

The observations were carried out by the project team and the state specialists. A training session was conducted so that all individuals used the instrument in the same manner. From these observations, several factors will be discussed in order to characterize the classroom setting for ABE.

The observers visited 77 classrooms from all areas of the state (63 urban and 14 rural locations). The mean enrollment by class was 12.08; the median, 11.08; and the mode 10. The class enrollments are consistent with guidelines established by the state that require a minimum of 12 persons to establish a class. The model enrollment indicates that a sizeable portion of the students was attending and receiving instruction.

The content of the classes was varied. English was the lesson in twelve classes; mathematics, in ten; and general information, in seven. Other subject areas observed were spelling, social studies, and life-skill development.

The primary setting for instruction was a traditional one; that is, a self-contained classroom with an individual teacher. Sixty classes (77.9 percent of those observed) were self-contained, and the remaining classes were conducted in a learning laboratory setting, which can be described as an individualized, self-paced situation in which the instructor serves as a facilitator of instruction. The self-contained classroom may also be individualized and self-paced; however, the instructor usually prepares a unit of material for presentation each evening before the students begin their individual work.

There are eleven categories on the observation form, each of which depicts a dimension of the teaching process. Discussion of these categories will provide useful information about teaching in adult education classes.

The first category of the teaching process is the opening of the lesson. It is characterized by defining the objectives of the lesson, establishing a setting, relating the day's lesson with previous ones, and/or allowing independent study. Teachers usually use one or more of the characteristics as they begin each class because it provides continuity for the students as they internalize the subject material. Table 9 indicates that 58 of 77 classrooms were using some independent study. The observers rated the independent study with a mean of 4.74.

The composite rating for the opening of the lesson was 4.60; the median rating, 4.96. Observers did not rate the opening of a lesson for 14 visits. This probably resulted from their entering the classroom after the instructional session had begun. All aspects of the opening of the lesson, when observed, received positive ratings, which are depicted in Table 9.

Table 10 shows three dimensions of teacher actions. Verbal explanation was observed most often and received the highest mean rating (4.69).

Table 9

Opening of Lesson
N=77

Dimension	Mean	Median	Mode	Cases Observed
Defines Objectives of Lesson	4.38	4.52	5.00	37
Establishes Setting for the Lesson	4.51	4.58	5.00	35
Relates Lesson to Previous One	4.46	4.60	5.00	43
Allows Individual Study	4.74	4.87	5.00	58
Composite	4.60	4.96	5.00	63

Table 10

Teacher Actions
N=77

Dimension	Mean	Median	Mode	Cases Observed
Explains Verbally	4.69	4.83	5.00	69
Uses Chalkboard	4.49	4.76	5.00	44
Uses Training-Audiovisual Aids	3.89	4.05	4.00	44
Composite	4.50	4.69	5.00	77

Teachers were observed using the chalkboard and other training/audio-visual aids in only 44 of 77 classrooms. The observers rated their use with a mean of 3.89. It appears that the quality of instruction, when audio-visual aids are employed, is not as high as when the teacher explains content verbally.

The most common instructional method observed was the use of small groups, which followed by independent study at the desk and self-directed study. Small group instruction received a mean rating of 4.50, whereas independent study at the desk received a mean rating of 4.71. Observers indicated in a debriefing session that, because the teachers moved from individual to individual, helping them at their desks, the higher rating was given. Table 11 also indicates that lecture was observed in only 36 of the 77 classrooms. The frequency indicates that it is not used as often as other instructional methods; the mean score of 3.36 suggests that is is not used as effectively.

Organizing content for presentation is an essential element in the instructional process. It may be organized from a simple-to-complex sequence.[1] The observation systems monitored a simple-to-complex sequence of lesson organization. The composite mean for those observed was 4.50 (Table 12). The highest dimension was student utilization of practice. Establishment of an opening concept received a rating of 4.44, whereas the teacher review of the concept received a 4.50 mean. It appears that a simple-to-complex organization is an approriate one for instruction; however,

---

[1]Verduin, John R. Jr., et al. Adults Teaching Adults (Austin, Texas: Learning Concepts, 1977), pp. 84-87.

Table 11

Use of Instructional Methods
N=77

Dimension	Mean	Median	Mode	Cases Observed
Lecture	3.36	3.63	4.00	36
Discussion	4.29	4.50	5.00	48
Demonstration	4.29	4.34	4.00	47
Small Groups	4.50	4.68	5.00	59
Self-Directed Study	4.60	4.77	5.00	46
Independent Study at Desk	4.71	4.86	5.00	56
Other	5.00	5.00	5.00	13
Composite Ratings	4.48	4.66	5.00	77

Table 12

Lesson Organization
N=77

Dimension	Mean	Median	Mode	Cases Observed
Establishes Opening Concept	4.44	4.63	5.00	43
Students Practice Concept	4.54	4.76	5.00	53
Teacher Reviews Concept	4.50	4.70	5.00	51
Composite	4.50	4.90	5.00	58

all classes are not organized in this manner. The individualized approach makes it difficult to readily discern the lesson organization elements.

Questioning is an instructional strategy designed to promote understanding. Teachers in the ABE classes were observed employing this technique in 57 cases, and it appears to be effective because the mean score of 4.42 shown in Table 13 is quite positive.

Actions between individuals in an instructional setting are cues that can either promote or negate learning. Teachers, through non-verbal actions, contribute to the success or failure of their students. Table 14 provides the results of observational ratings regarding the establishment of eye contact and the use of gestures and actions for teachers. These were rated at 4.49 for the total group. Obvious eye contact was observed in 69 classrooms, and the use of gestures to reinforce a concept was observed in 67 classrooms. These data indicate that the teachers are using non-verbal behaviors to assist them in relating the material to the student needs.

A rating was provided for the facilities in relation to their size and the degree to which they were equipped. Table 15 indicates that facilites, those places where instruction was provided, were viewed as ample in size, adequately equipped, and conducive to learning.

Climate, for the purpose of this study, was defined as an atmosphere that exists in the classroom that develops from the relationships between teachers and students. Judgements were made by the observers about the teacher's attitude toward the students and about the student's attitude toward teachers. Table 16 shows that these attitudes were very positive. The mean score for the teachers' attitude was 1.52, indicating that they

Table 13

Questioning
N=77

Dimension	Mean	Median	Mode	Cases Observed
Uses to Promote Understanding	4.42	4.68	5.00	57

Table 14

Teacher Non-Verbal Behaviors
N=77

Dimension	Mean	Median	Mode	Cases Observed
Establishes Eye Contact	4.66	4.81	5.00	69
Uses Gestures and Actions	4.30	4.59	5.00	67
Composite	4.49	4.79	5.00	77

Table 15

Description of Facilities
N=77

Dimension	Mean	Median	Mode
Ample Sized Room	4.44	4.75	5.00
Adequately Equipped	4.12	4.47	5.00
Conducive to Learning	4.28	4.60	5.00

Table 16

Teaching-Learning Climate*
N=77

Dimension	Mean	Median	Mode
Teacher Attitude Closed, Rejecting	1.52	1.10	1.00
Student Attitude Uncooperative, Rejecting	1.60	1.13	1.00
Composite	1.55	1.07	1.00

*These items were reversed scored; therefore, the lower the mean, the more positive the climate.

were accepting of their students and exhibited a willing, cooperative, open attitude. The mean score for the students was 1.6, which indicated that they were very cooperative with their teachers and accepted them.

Evaluation is an essential element of the teaching-learning process because it enables the teacher to continually monitor student progress and enables the students to be aware of their progress. The evaluation aspect that was highlighted for observation was that which teachers use to measure student progress. Three types of evaluation techniques were observed; namely, (1) use of oral techniques, (2) use of paper and pencil tests, and (3) use of demonstrations or projects. All types were observed in operation; however, the data in Table 17 indicates that the use of oral techniques, usually questions and answers, was the most widely used and most effective. Paper and pencil test results was the second most used strategy; demonstrations or projects, third. In 14 cases the observers did not see any form of evaluation being employed.

When the lesson has been practiced by students, it is important that the teacher close it by reviewing the objective(s), outlining the main idea(s), and synthesizing the idea(s) in relation to the objective(s). This helps to provide the student with a complete understanding of content. Table 18 shows the results from only 43 observations of the closing of the lesson. Several reasons can be given for this sparcity: (1) failure of the time schedules of the observers to permit staying the entire lesson period, (2) failure of the teacher to complete the lesson because of the students' need to continue the exercises, and (3) inattention to time constraints. The composite score for this instructional method was 4.25,

Table 17

Evaluation
N=77

Dimension	Mean	Median	Mode	Cases Observed
Through Oral Techniques	4.33	4.39	5.00	53
By Paper-Pencil Tests	4.17	4.50	5.00	46
By Demonstration/Project	3.73	3.77	3.00	34
Composite	4.25	4.29	5.00	63

Table 18

Closing of Lesson
N=77

Dimension	Mean	Median	Mode	Cases Observed
Outlines Main Ideas	4.20	4.50	5.00	37
Synthesizes Material in Relation to Objective	4.29	4.60	5.00	43
Composite	4.25	4.62	5.00	43

a positive mean. This dimension was not rated as high as many of the others, which indicates that it may be an area of need for inservice training.

An analysis was performed using a single classification analysis technique that permits the comparison of more than one group on a particular variable. This study compared all of the content areas, i.e. math, English, spelling, on each category of the observation form. These comparisons resulted in an F-ratio by each category.

When the .01 level of confidence was established for the statistical application, none of the comparisons by subject were significant. This means that the instructional methods were used as much in a spelling class as in a math or English class and received as high a rating by the observers. Table 19 shows the F-ratios and the probabilities for each comparison. It appears that the classes, regardless of subject being taught, are alike when evaluated by persons using the obversation form.

Adult Basic Education occurs in both a traditional and laboratory setting. A t-test statistical technique was employed to compare traditional versus laboratory classroom on the categories measured by the observation form. Table 20 shows that two variables were statistically significant. First, the physical facilities were rated slightly higher in the laboratory classroom. The reason for this may be that a number of materials are concentrated in the classroom. Therefore, the observer sees more material and a more attractive room, and, consequently, rates it higher. Traditional settings require that classes be conducted wherever space is available, and the disperson of classes causes the equipment to be spread across a number of classes and a wide geographic area.

Table 19

F-Ratio's and Probabilities Obtained From Single Classification Analysis of Variance by Subject and Category

Category	F-ratio	F-probability*
Opening of Lesson	.84	.52
Teacher Action	1.01	.41
Use of Instructional Methods	1.27	.28
Lesson Organization	1.05	.39
Questions	2.38	.05
Teacher Non-Verbal Behavior	.57	.72
Physical Facilities	.43	.82
Teaching-Learning Climate	1.12	.35
Evaluation	2.25	.06
Closing of Lesson	1.95	.12
General Rating	1.16	.34

*Significance established at .01 level of probability

Table 20

t-Value and Probabilities Obtained From t-Test Analysis by Setting and Category

Category	t-Value	Probability
Opening of Lesson	-.14	.89
Teacher Action	1.11	.27
Use of Instructional Methods	1.17	.25
Lesson Organization	.34	.74
Questions	-.10	.92
Teacher Non-Verbal Behavior	-1.21	.237
Physical Facilities	-2.17	.04*
Teaching-Learning Climate	2.74	.008*
Evaluation	1.74	.09
Closing of Lesson	-1.45	.15
General Rating	1.52	.13

*Significance established at .05 level of confidence

Secondly, the teaching-learning climate was rated more positively in a traditional setting than in the laboratory settings. This difference may be a result of the instructional mode. For example, the laboratories use an individualized approach; therefore, the observer has fewer opportunities to observe teacher-student relationships.

Findings

1. The opening of the lesson has been described as an important dimension of the teaching-learning process because it sets the stage for the forthcoming instruction while providing continuity with previous instruction. The observers ratings of this dimension established a positive mean of 4.60. However, the objectives for the lesson were defined in only 37 of 63 cases in which the opening of the lesson was observed. Further, the observers rated this dimension with the lowest mean score.
2. The most commonly observed teacher action was verbal explanation of a concept.
3. The most commonly observed method of instruction was small group work, which received a mean rating of 4.50. Teacher verbal explanation was the most commonly used form of teacher action, yet it was not used in a lecture mode. It was used in either small group work, when independently answering questions for students, or in discussion groups.
4. ABE teachers usually organize their instruction using a simple-to-complex sequence. However, it was difficult to identify the elements of the lesson by the observers. Therefore, lesson organization may be an area that can be given attention in the future.

Closing the lesson showed similar results. A review or synthesis of the evening's work was only observed in 43 of the 77 possibilities. This reinforces a need for some attention to lesson organization.

5. The teaching-learning climate was judged to be very positive because the teacher attitudes were perceived as being open and accepting and the student attitudes as very cooperative. The t-test comparisons indicated a significant difference between the teaching-learning climate in traditional classrooms and in learning laboratories. The finding should be viewed in light of two facts: (1) there are many more traditonal classes than learning laboratories, and the observers may have been more attuned to this type of class, and (2) the individualized, self-paced approach in the laboratory setting may not have permitted as many possibilities for observation as did the traditional classes.
6. The physical facilities were rated as ample in size and adequately equipped. The learning laboratories were rated as better equipped than the traditional classes.
7. Teachers were observed using training aids or audio-visual materials to any great extent; however, those who were using them were using them effectively.
8. The typical ABE class has traditional instructional materials and an enrollment of twelve students and is located in an urban area when "urban" is defined as 15,000 population or greater.

Conclusions and Recommendations

The following are statements resulting from the findings related to the classroom observations:

1. Scores indicate that the Adult Basic Education program must be viewed as positive in terms of these dimensions. The classroom observations yielded high mean scores on each category measured by the instrument.
2. When a lesson is viewed as a simple-to-complex sequence of events, certain elements must be present in order for students to gain the most information from the lesson: (1) opening of lesson, (2) practice or reinforcement activities, and (3) closing of the lesson. They seem to be opening their lessons and presenting the practice or reinforcement activities quite well; however, the closing of the lesson needs some attention. It is recommended that this sequencing become a topic for inservice activities with emphasis being given to the closing of the lesson. It appears that some work is needed to help teachers complete the sequence.
3. The most common teacher action was verbal explanation of a concept when students were in small groups. Perhaps the ABE teachers could strenghten their presentations by using additional training or audio-visual aids. In order for this to happen, the teacher will need to prepare or purchase these aids and agree to use them. It would appear that the exploration of this notion would be the nucleus for a summer training workshop.
4. The ABE classes seem to be meeting the state requirements about enrollment. An average of 12 students per class is consistent with guidelines from the state.

5. The relationship between teacher and student is very positive. The teachers should be encouraged to maintain these relationships. Specific efforts on the part of ABE administrators should be made to note this program strength and to encourage it.

CHAPTER 5

STUDENT PERCEPTION OF THE EDUCATIONAL EXPERIENCE

A perception refers to the awareness that a person has about something. In this study, adult learners were asked to respond to a number of stimuli that would provide some insight about the impact of the education experience on their lives. Recognizing that a learner may have many perceptions about many different aspects of an educational experience, it was necessary to limit those perceptions to particular variables. A search of the literature was conducted to identify potential variables to be used as descriptors of a "quality of life." Seven were selected for inclusion in the study: (1) self-expression, (2) self-concept, (3) family life, (4) life in general, (5) leisure, (6) relationships with others, and (7) society.

Perceptions were also obtained about the students' relationships with teachers. Teacher attitude, anticipated value of education, teacher competence and curriculum relevance, and teacher empathy were the categories for which students were to provide their impressions.

Procedures for Obtaining Student Perceptions

The perceptual instrument contains two parts. Part I has 26 items that relate to the impact of the ABE program on the lives of the student. These items cluster around the seven previously-mentioned descriptors. The instrument has no right or wrong answers because it seeks the opinions of the student concerning each item. The items have a Likert-type scoring system of strongly agree to strongly disagree. Strongly agree is scored with 5 points; strongly disagree, with 1 point. The intermediate categories receive 4, 3, and 2 points in descending order from a positive to a negative value.

Part I was prepared from a list of concepts provided by writers in the field of adult education. Many articles and books were scanned to identify the "ought to" concepts within them. For example, one writer indicated that ABE ought to help adults communicate better with others. This notion then became the basis for the item, "I feel that I can talk more easily with other people." Initially, 50 items were developed using this procedure.

Once the items were developed, seven categories were chosen under which to cluster them. The clusters were placed alone on one form and the items were placed alone on another form. Then, both forms were given to professors of education, and they were asked to match the items to the appropriate categories. Six professors completed the task. An item was retained in a category if it was placed there by five of the six raters. This process served to match the items to their categories and reduced the original list of items to 35.

The 35-item list was prepared for a pilot test in adult basic education classes in which 50 students were asked to give information about the wording of the items and their appropriateness. The result was a reduction of the items to its present number of 26.

Part II contains 35 items clustered around four variables. It has a similar Likert-type scoring system. The statements were used in an adult education study conducted in 1969 for the state. They are used to record student perceptions about relationships within the classroom.

A sample of ABE classes across the state was selected, and a package of 25 instruments was mailed to each program supervisor (89) along with a stamped, self-addressed envelope. Each supervisor was asked to select 25 students and administer the instrument to them personally. This provided a potential sample of 2,225 (25 x 89).

Demographic information including sex, race, last grade of school completed, length of enrollment in ABE, income range, and age range was collected about each student who completed the perceptual instrument. This data was used for comparison purposes.

Once the instruments were returned, they were scored and recorded for computer analysis. A statistical package for the social sciences (SPSS) computer program was chosen for the computer analysis. It provided frequencies and percentages, one-way classification analysis of variance scores, and t-test scores for each variable of the instrument.

Discussion

Information was returned from 72 of the 89 programs in the state. This represents an 80 percent response. From the potential sample of 2,225 student responses, 1,623 usuable forms were obtained, which represented a 72.9 percent return. Supervisors' comments in several returned packages indicated that they administered the instruments to intact classes, and in some classes the number of students was less than 25. Therefore, they would pick two smaller classes so that all students present could respond. This resulted in 20-22 instruments being completed rather than 25.

The characteristics of the sample are described by the following sets of facts:

1. 67.9 percent female (1,097) and 32.1 percent male (518); 8 individuals did not complete the item.
2. 81.5 percent white (1303), 16.5 percent black (264), 1.3 percent oriental (21), and 0.7 percent other (11); 24 did not complete the item.

3. 3.5 percent (55) completed 4 grades or less in school; 2.1 percent (32) completed grade 5; 4.1 percent (64) completed grade 6; 7.7 percent (120) completed grade 7; 22.1 percent (344) completed grade 8; 19.2 percent (300) completed grade 10; 16.0 percent (249) completed grade 11; 3.1 percent (49) completed grade 12; and 63 did not respond.
4. 42.6 percent (663) have been enrolled in ABE for three months or less; 47.8 percent (744), for 4-6 months; 5.3 percent (83), 7-9 months; 1.5 percent (23), 10-12 months; 0.7 percent, 13-18 months; 2.1 percent (32), longer than 18 months; and 67 did not respond.
5. 46.3 percent (725) are employed and 53.7 percent (841) are unemployed; 57 individuals did not respond.
6. 46.1 percent (605) have an income range less than $5,000 per year; 35.9 percent (472) earn between $5,001 and $10,000; 11.0 percent (145), between $10,001 and $15,000; 4.6 percent (60), between $15,001 and $20,000; 2.4 percent (31) earn more than $20,000; and 310 did not respond.
7. 40.2 percent (622) are in the age range of 18-25 years; 16.4 percent (253), between the years of 26-30; 14.9 percent (231), between the years of 31-35; 9.8 percent (151), between the years 36-40; 13.3 percent (205), between the years 41-50; 5.4 percent (84), between the years 51-60; and 77 did not respond.

Each category of the perceptual instrument is discussed separately using the subheadings in order to provide a clearer treatment of the information.

Self-Expression

The students perceived the ABE program to be helping them. The composite mean score of 3.93 indicates that they felt that they can talk more easily with others and better express their ideas orally and on paper. When the demographic variables were analyzed in relation to self-expression, a significant difference was obtained on length of time in the program, age, and income range.

Table 21 shows the data regarding length in time in the program. A significant difference was obtained with the one-way analysis of variance. The subsequent Scheffe procedure shows that those who have been in the program more than 12 months perceive it to be helping their self-expression.

The analysis by income range, shown in Table 22, indicates that those in the $15,001 - $20,000 range perceive the program to be helping them with self-expression to a greater extent than do the other groups. The general trend is that the middle income groups perceive the program assisting them with self-expression.

Regarding the analysis by age group, two groups are significantly different from the others. Those individuals from 41-50 and 51-60 perceive the program as helping their self-expression to a greater extent than do the other groups. Table 23 also indicates a trend that older persons perceive more effect on their self-expression than do younger persons.

Self-Concept

Students perceived the program as helping them to develop a more positive self-concept. The mean score on this subscale was 3.90, a positive perception that indicates that the students believe the program assists

Table 21

Analysis of Variance Results for Self-Expression
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	8.05	1.61	3.89	.001
Within Groups	1543	637.65	.41		
Total	1548	645.70			

Table 22

One-Way Analysis of Variance for Self-Expression by Income Range

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	7.20	1.79	4.41	.001
Within Groups	1307	533.32	.40		
Total	1311	540.53			

Table 23

Analysis of Variance for Self-Expression by Age Group

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	12.07	2.41	5.87	.00001
Within Groups	1537	632.24	.411		
Total	1542	644.32			

in developing openness to change and new ideas. They see it helping with the acceptance of self, personal refinement and self-discipline, and increasing leadership abilities while maintaining stability. In general, their sense of self-fulfillment is increased with the program.

Analysis by variables indicated significant differences for sex, age and enrollment. The t-test results by sex indicate that males perceive the program to be increasing their self-concept to a greater extent than females do. A t-value of - 5.77 is significant beyond the .05 level.

Table 24 shows the results by age group. Those individuals who are in the 41-50 and the 51-60 age groups perceive the program to be increasing their self-concept to a greater extent than do the other groups. The range shows a generalized trend that older persons perceive the increase in self-concept to a greater extent that do younger persons.

Length of time in program yielded significant differences in perceptions about self-concept. Table 25 indicates that those who have been in the program longer than 18 months are more positive about the effect of the program on increasing self-concept.

Family Life

Two items related to the relationship between the individual and members of his or her family. A composite mean score of 3.70 indicates a positive perception about the program helping the individual to become more confident with his or her family.

The analysis using demographic variables resulted in significant differences by last grade of school completed (Table 26), race (Table 27), age (Table 28), and length of time in program (Table 29). The data revealed that the lower the grade level of initial schooling, the higher the perceptions about the program impacting on family life. This suggests that those

Table 24

Analysis of Variance for Self-Concept by Age

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	12.29	2.45	6.65	.00001
Within Groups	1535	567.05	.369		
Total	1540	579.35			

Table 25

Analysis of Variance for Self-Concept by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	14.46	2.89	7.78	.00001
Within Groups	1537	571.25	.37		
Total	1542	585.71			

Table 26

Analysis of Variance for Family Life by Last Grade of School Completed

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	2	12.51	6.25	11.05	.00001
Within Groups	1548	876.88	.56		
Total	1550	889.40			

Table 27

Analysis of Variance for Family Life by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.57	4.19	6.96	.0001
Within Groups	1588	955.60	.60		
Total	1591	968.17			

Table 28

Analysis of Variance for Family Life by Age

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.66	1.93	3.21	.0069
Within Groups	1537	925.79	.60		
Total	1542	935.46			

Table 29

Analysis of Variance for Family Life by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	28.05	5.61	9.35	.00001
Within Groups	1542	924.40	.599		
Total	1547	952.46			

who had a lower level of initial education may have withdrawn from school before the emphasis and the value of family relationships was fostered and developed.

Orientals perceived the program to be improving their family life to a greater extent than did whites. This may suggest that oriental values, which hold education and family relations in high esteem, help one to see the importance of the program elements. On the other hand, the orientals may be placing strong emphasis on becoming "mainstreamed" into our society; thus, there is a tendency for them to see the "good" of the program more than do whites who need not become educated about family relationships in this society.

The 51-60 age group perceive the program as helping with family life to a greater extent than do the 18-25 age group. One may infer that the younger adult is in a period of seeking a mate, breaking ties with his/her parents, establishing a life of his/her own, and, therefore, permits these individual needs to override the value of family life. Length of time in the program was also significant in that those who had remained in the program 18 months or longer perceived the importance of the program impacting on their family life to a greater extent than did those who had been in the program 7-9 months. This may suggest that a longer period of time in the program permits more opportunities for it to have an effect on family life.

Life in General

Six items were clustered around the variable of life in general. They stimulated the respondents to think about the program in relation to confidence about the future, gaining wisdom and insight about life, increasing home management abilities, and developing better understandings to make

more relevant choices about life. The respondents perceived the program to be providing these stimuli. A mean score of 3.99 indicates a positive perception on the part of the respondents.

Respondents who had been in the program 4-6 months were significantly different in their perceptions about life in general than were those who had been in the program 13-18 months (Table 30). This may suggest that, after the individual has made the decision to return to school, he/she begins to reassess his/her outlook on life. This could cause a more positive attitude to develop. On the other hand, time in the program could be creating new challenges and goals for an individual so that he/she perceives these to be more important than attitudes about life. If an individual does become more positive about life in general early in the program, it logically follows that he/she may establish new goals that are in the forefront of his/her thinking nine to twelve months later.

There was a significant difference about life in general by income level (Table 31). Exploration of the data showed that those in the $15,001 - $20,000 income range held more positive perceptions than did those in the less than $5,000 income range. One may infer that lower income individuals may be seeking different goals from the program than are the higher income individuals. Those at the lower income level may be seeking skills and abilities to improve their salaries, while those in the middle income levels are seeking a "high school diploma" to improve their self-esteem.

Leisure

For years, educators have recognized the value of wise use of leisure time. Their recognition has stimulated several programmatic dimensions in teaching and learning situations at all developmental levels. Wide interest ranges and the ability to manage time more meaningful are goals for the

Table 30

Analysis of Variance For Life in General by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	8.46	1.69	4.27	.0007
Within Groups	1543	610.89	.39		
Total	1548	619.35			

Table 31

Analysis of Variance for Life in General by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	6.38	1.59	3.98	.003
Within Groups	1306	523.54	.40		
Total	1310	529.93			

education of both children and adults. The respondents viewed the ABE program as providing the elements to expand their interest range and to use their leisure time more meaningfully. The composite mean rating was 4.05 on the five-point scale.

The t-test comparison between males and females showed that males perceive the program as helping expand their interest range and use their leisure time more effectively to a greater extent than did the females. The analysis yielded a t-score of -5.35, which was significant beyond the .01 level of confidence. These data may suggest that after the male, who has traditionally been thought of as the breadwinner in our social value structure, reenters the schooling process as an adult, he begins to think in a wider range of values that permits leisure to become important. On the other hand, the female, who has traditionally been thought of as a homemaker and mother, may be reentering the schooling process to gain employable skills. If this is so, then she may place a higher value and perception on those elements of the program rather than on the leisure aspect.

The older adults, ages 51-60, perceived the program to be providing a wider range of interests and helping to utilize their leisure time effectively than do the 18-25 age group (Table 32). One may infer that wise use of leisure time becomes more important as one prepares for retirement. Program elements that contribute to this, logically, would be perceived to be more important for a person who is in this stage of life rather than for one who may be seeking skills to enter the work force for the first time.

Table 33 shows a significant difference in perceptions by length of time in the program. Exploration of the data yielded no generalized trend. It simply indicated that those who had been in the program 4-6 months

Table 32

Analysis of Variance for Leisure by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.90	1.98	3.45	.0042
Within Groups	1535	881.00	.57		
Total	1540	890.90			

Table 33

Analysis of Variance for Leisure by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	6.98	1.39	2.43	.032
Within Groups	1542	883.44	.57		
Total	1547	890.42			

perceived the program to be helping to develop wider interest ranges to a greater extent than did those who had been in the program 10-12 months.

Relationships with Others

An individual is constantly communicating with another individual. He/she must be able to work with others, adjust to their lifestyles, respect their opinions, and realize that he/she has responsibilities to others. Educational programs should contain elements that help the individual develop the ability to form these relationships with others. The respondents perceived the ABE program to be developing these abilities. A mean score of 3.96 was obtained on this dimension.

Males perceived the program to be assisting them in developing better relationships with others than did females. The t-test value of -4.11 was significant beyond the .01 level of confidence.

The analysis of variance (Table 34) yielded a significant difference in relationships with others by the last grade in school completed; that is, the higher the last grade in school completed, the lower the mean perception. This indicates that those who left their initial schooling in the elementary years perceived the program to be helping them form better relationships with others than did those who left their initial school at the high school years. One can infer that staying in school longer initially probably provided greater opportunity for the people to develop the attitudes and skills necessary to get along with others. Thus, they bring many of these attitudes and skills to the ABE program and do not need to glean them from it.

The analysis was significant by race (Table 35). Those who were classified as other (American Indians, Indians, etc.) perceived the program to be helping them more in relationships with others than did the whites.

Table 34

Analysis of Variance for Relationships with Others
by Last Grade in School Completed

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	2	5.36	2.68	6.04	.0024
Within Groups	1548	687.10	.44		
Total	1550	692.46			

Table 35

Analysis of Variance for Relationships with Others by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	12.24	4.08	9.09	.00001
Within Groups	1587	712.21	.448		
Total	1590	724.45			

This may indicate that the "other" group values the development of positive relationships as being very important as they are accepted and integrated into our society.

Age classification was a significant variable for relationships with others (Table 36). Those who were in the 51-60 age grouping were more positive in their perceptions than were the 18-25 year group. Here again, older individuals may be more attuned to the necessity of getting along with people and creating lifelong friendships than are younger adults who are establishing themselves in their jobs, homes, and communities.

Table 37 shows that the length of the time in the ABE program was significant. Those who were in the program more than 18 months were different from those who were in the program 13-18 months. The data about length of stay in ABE suggests that the program can expect to retain most of the people approximately one year before they leave. Therefore, those in the 13-18 month group may be completing their goals and seeking to complete the study, whereas those who have been in the program longer than 18 months may have begun with greater deficiencies initially and may be those who withdrew from their initial schooling at an early age. If these assumptions are true, then it would be logical that they need to develop skills that will help them work with others, be more responsible with others, and adjust to different lifestyles and opinions of others.

Society

A responsible citizen recognizes that there are obligations associated with constructive membership in our society. One must think about societal issues and problems and seek means of dealing with them if he/she is to realize his/her societal potential. Three items were related to the

Table 36

Analysis of Variance for Relationship with Others by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	6.90	1.38	3.07	.0091
Within Groups	1536	689.27	.448		
Total	1541	696.13			

Table 37

Analysis of Variance for Relationships with Others
by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	16.04	3.20	7.17	.00001
Within Groups	1540	689.13	.44		
Total	1545	705.18			

concept of society: (1) I realize that I have greater responsibility toward society, (2) my ability to think about societal problems has increased, and (3) my status in society has been improved. The respondents perceived that each of these had been positive as a result of participation in ABE. The mean score for these items was 3.83 on a five-point scale.

Males perceived the program helping them to a greater extent with the societal dimension than did females. The t-test value was -2.12, significant at the .002 level of confidence. Perhaps the social studies unit, which was designed to develop societal skills and responsibilities, accounted for the overall positive mean scores. However, it is difficult to explain why the men perceived this to be helping them more than did the women unless the males realized that they must become more active in local politics, voting, school board issues, or more conversant about world affairs if they are to be constructive citizens in the community. They may also view this from a chauvanistic standpoint - a male responsibility.

The analysis by race indicated that the "others" perceived the societal dimension more positively than did whites (Table 38). Perhaps this can be attributed to the need for "others" to become functioning members in a white-oriented society. They vote, they become involved, they are receiving more education, and they are learning the language. These seem plausible reasons for viewing the ABE program in a very positive light.

Age classification analysis yielded a significant difference between the 51-60 age group and the 18-25 age group (Table 39). The literature suggests that individuals become more society oriented as they grow older; therefore, the younger adults who are seeking a vocation and a marriage partner, caring for young children, if married, and trying to buy the

Table 38

Analysis of Variance for Society by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	11.37	3.79	7.56	.00001
Within Groups	1586	794.07	.50		
Total	1589	805.45			

Table 39

Analysis of Variance for Society by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	5.78	1.15	2.28	.043
Within Groups	1536	776.78	.50		
Total	1541	782.57			

first home may not see the need for societal obligations to as great an extent as does the older group.

There was a significant difference of length of time in the program (Table 40). Those who had been in the program more than 18 months were different in their perceptions from those who had been in the program 10-12 months. Goal accomplishment, differences in objectives, and degree of remediation may explain this significant difference.

Four variables represent dimensions around which individuals recorded their perceptions about the ABE teachers. These variables are (1) teacher empathy, (2) teacher competency and curriculum relevance, (3) teacher attitude, and (4) anticipated value of education. The mean scores for each variable for the total respondent group indicated the students to be perceiving the ABE teacher and the value of their education quite positively. Each variable, like those previously mentioned, will be treated separately.

Teacher Empathy

Six items on the questionnaire related to teacher empathy. They measure the extent to which a teacher is caring, interested in the student, and creates an atmosphere for students to succeed. The mean score was 3.22.

The t-test analysis indicated that the males perceived their teachers to be more empathetic than did the females. The t-value was 5.14, significant at the .004 level of confidence. The analysis of variance results indicated significant differences by length of time in the program (Table 41), race (Table 42), and income level (Table 43). Those students who were in the program 10-12 months perceived their teachers to be more empathetic than did those who had been in the program 4-6 months. This may indicate

Table 40

Analysis of Variance for Society by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.05	1.81	3.58	.003
Within Groups	1541	779.23	.50		
Total	1546	788.29			

Table 41

Analysis of Variance for Teacher Empathy by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	5.79	1.15	2.3	.0424
Within Groups	1534	771.59	.50		
Total	1539	777.38			

Table 42

Analysis of Variance for Teacher Empathy by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	13.33	4.44	8.82	.00001
Within Groups	1581	796.12	.50		
Total	1584	809.45			

Table 43

Analysis of Variance for Teacher Empathy by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	12.07	3.01	6.08	.00001
Within Groups	1301	645.81	.49		
Total	1305	657.88			

that the longer time in the program affords the student the opportunity to see the teacher under a variety of circumstances that permits the teacher to demonstrate empathy.

Asian orientals perceived the teachers as being more empathetic than did the "others." The orientals may be new arrivals to this country and to the program; thus, they would demand more help from the teacher. On the other hand, the lifestyles of orientals and the teachers may be more different than are the lifestyles of "others" and the teachers. If this is so, then the teacher may be demonstrating more empathy as he/she seeks to establish relationships necessary to find the common elements on which to base instruction.

Those whose income level is less than $5,000 per year perceive the teacher to be more empathetic than do those in the $15,001 - $20,000 range. It is plausible that the higher income group may consist of individuals who lack only a few skills to obtain their GED diploma; thus, they are business-like and goal oriented. It also follows that empathy may be demonstrated based on need; consequently, the lower income group may need more demonstration on the part of the teacher because they are tense and uncertain of themselves and their abilities.

Teacher Attitude

The students in the ABE program perceived that their teachers have a very positive attitude toward them. They indicated that the teacher is "fun to be with," is a "good sport," is understanding of their needs and problems, and is willing to give time and assistance with their problems. The student perceptions for teacher attitude resulted in a mean score of 4.19.

Males perceived the teacher as having a more positive attitude than did females even though both groups had a positive mean. The t-test analysis yielded a significant t-value at the .017 level of confidence.

The analysis by income level (Table 44) indicated a significant difference between those who were in the $15,001 - $20,000 range and those who were in the less than $5,000 range. Perhaps the higher income group perceived teachers being more positive in attitude because they could appreciate the effort that teachers were demonstrating more than the lower income group. The appreciation may be a result of similar lifestyles between higher income level persons and teachers. Those in the higher income levels may be recognizing that the teacher is taking time from his/her normal lifestyle to provide the extra time, extra understanding, and assistance with problems.

Again, the orientals' perceptions were different from those of the "other" group (Table 45). This significant difference may have resulted from the orientals' value system. For instance, they are very appreciative and thankful for the kindness of others; thus, they are more likely to recognize positive attitude of the teachers than are other groups who may not have this strong cultural value base.

Those persons who were in the program only 4-6 months perceived teacher attitude more positively than did those who had been in the program 10-12 months. This significant difference (Table 46) may be a result of overt efforts on the part of teachers to provide more attention to the newer students because they want to help them establish their goals and chart their course of instruction. If this is true, then it logically follows that the teacher would be giving less attention to those who had been in the program longer because they would have their goals and would be pursuing them somewhat independently.

Table 44

Analysis of Variance for Teacher Attitude by Income Level

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	4.24	1.06	3.37	.009
Within Groups	1302	408.88	.31		
Total	1306	413.12			

Table 45

Analysis of Variance for Teacher Attitude by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	2.72	.90	2.84	.036
Within Groups	1582	504.35	.31		
Total	1585	507.07			

Table 46

Analysis of Variance for Teacher Attitude by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	10.18	1.61	3.89	.0016
Within Groups	1534	489.75	.41		
Total	1539	499.93			

Individuals in the 41-50 and 51-60 age groups were significantly more positive in their perceptions of teacher attitude than were the members of the 18-25 age group (Table 47). Older persons tend to be more aware of the kindness and assistance shown to them than are younger people because they have very different goals, habits, and lifestyles. The young seem to be very goal oriented and seek to establish themselves, whereas older persons have established a lifestyle and reflect on other things. Thus, the older person may see that the teacher spends more time helping students than would be normally expected.

Anticipated Value of Education

Student perceptions of the anticipated value of education resulted in a mean score of 4.09. This indicates that they view the program as helping them deal with life problems, character building, use of time, and meeting adult problems.

Those who were in the program 13-18 months were significantly more positive than were those who were in the program 7-9 months (Table 48). This is a most difficult result to explain because there was no generalized trend. The over-18 months group was less positive than the 13-18 month group; the 0-3 month group was more positive than the 7-9 month group.

Teacher Competency and Curriculum Relevance

Students perceived that teachers were helping them with items that would apply to real life and that the curriculum was relevant to their needs. With regard to race, blacks perceived the teacher competency and curriculum relevance signficantly more positively than did whites; the same is also true for "other" and whites (Table 49).

Table 47

Analysis of Variance for Teacher Attitude by Age Classification

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.47	1.89	6.05	.00001
Within Groups	1530	479.12	.31		
Total	1535	488.59			

Table 48

Analysis of Variance for Anticipated Value of Education
By Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	3.47	.69	2.53	.02
Within Groups	1534	421.01	.27		
Total	1539	424.48			

Table 49

Analysis of Variance for Teacher Competence and Curriculum Relevance by Race

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	3	17.47	5.82	10.68	.00001
Within Groups	1581	862.39	.54		
Total	1584	379.86			

Males were significantly more positive than females. Those that were in the program longer than 18 months were significantly more positive than those who were in the program 4-6 months (Table 50).

With regard to income level, those making less than $5,000 per year were the most positive group. However, those making more than $20,000 per year were also significantly different from the other groups (Table 51). Thus, the extreme income groups viewed teacher competency and curriculum relevance as very positive.

It appears that the ABE curriculum and teacher competency are perceived to be relevant. It is providing assistance that the students can use in the "real world."

Findings

Several findings are evident from the data:

1. The ABE program is serving more females than males. The females comprised 67.9 percent of the student population sampled.
2. Whites comprised 81.5 percent of the student population sampled.
3. The majority of the student population sample (61.2) had completed eight grades or more in its initial schooling.
4. Ninety percent of the sample had been enrolled in the program less than six months.
5. The sample was about equal when divided by employment status: 46.3 percent were employed and 53.7 percent were unemployed.
6. Most of the students sampled had incomes that are less than $10,000 per year. This group represented 82 percent of the sample.
7. Fifty-six percent of the sample was under 30 years of age, with the largest percentage (40.2) being in the 18-25 age classification.

Table 50

Analysis of Variance for Teacher Competency and Curriculum Relevance by Length of Time in Program

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	5	9.11	1.82	3.37	.0049
Within Groups	1534	829.82	.54		
Total	1539	838.94			

Table 51

Analysis of Variance for Teacher Competency and Curriculum Relevance by Income Range

Source	D.F.	S.S.	$\overline{MS}$	F-ratio	F-prob.
Between Groups	4	23.76	5.94	11.29	.00001
Within Groups	1301	684.21	.52		
Total	1305	707.97			

8. The respondents perceived the program to be helping them with self-expression. The longer an individual was in the program, the more positive he/she was regarding the program assisting with self-expression. Middle income groups, $15,001 - $20,000 per year, also perceived the program regarding self-expression to be more than did other income groups. The same trend held regarding age; that is, older adults were more positive in their perceptions regarding self-expression than were younger adults.
9. Males, older adults, and those who had been in the program longer than 18 months perceived the program to be assisting them with self-concept development to a greater extent than did other corresponding groups.
10. Family life development by the ABE program was perceived to be significantly more positive by those who had their initial schooling only at the elementary level than did those who had remained longer in school initially. Orientals and the 51-60 age also had significantly more positive perceptions about family life.
11. With regard to life in general, those in the $15,001 - $20,000 income range held more positive perceptions than did those whose income range was less than $5,000 per year.
12. Males and older adults perceived the program to be helping them use their leisure time more effectively. Those who had been in the program 4-6 months were significantly more positive than were those respondents who had been in the program 10-12 months.
13. Males, "others," older adults (51-60 age groups), and those who left school initially at the elementary level perceived the program to be significantly more positive about its fostering relationships with others. Additionally, those who had been in the

program longer than 18 months saw the program fostering relationships with others to a greater extent than did those who had been in the program 13-18 months.

14. The respondents perceived the program as helping them build societal awareness. Older individuals and those who were in the program 18 months or longer held the most positive perceptions.
15. Teacher empathy was perceived most positively by males, orientals, and those whose income level was less than $5,000 per year.
16. Teachers were perceived to have a positive attitude toward their students. Although all groups had positive perceptions, males, older adults, orientals, and those in the income ranges of $15,001 - $20,000 per year and less than $5,000 per year were significantly more positive in their perceptions.
17. All respondents indicated a positive perception regarding the anticipated value of education.
18. Males, those in the less than $5,000 per year income range, and those who had been in the program more than 18 months were significantly more positive in their perceptions concerning teacher competency and curriculum relevance than were other groups.
19. Employment status was not significant on any variable of the study.

Conclusions and Recommendations

Three major conclusions are evident from the data:

1. The ABE program is having a positive impact on the quality of life of the individuals participating in the program. Quality of life was defined in terms of self-expression, self concept, family life, leisure, relationships with others, life in general, and society.

2. Males, older adults, and those who have been in the program longer tend to be more positive than other groups regarding the impact of the program in improving the quality of life. These groups were significantly more positive on a majority of the dimensions.
3. The teacher and the curriculum are seen in a positive manner. Males and those whose income level is less than $5,000 per year were the most positive groups about these items.

Three recommendations about student perceptions are:

1. Since older adults tended to be more positive in their perceptions about the variables measured than were the younger adults, it appears that some work is needed to help the young adult appreciate and value the ABE program.
2. ABE personnel (teachers and administrators) should review their curricula to see if needs of young adults are being met. Most of the respondents were under 30 and tended to stay in the program one year or less; therefore, the program may have only one attempt at remediation. If this is true, then a review of the curriculum is necessary to reassure ourselves that a relevant curriculum is being offered.
3. The sample in this study consisted mostly of individuals who had initially withdrawn from school after completing grade 8. It would appear, then, that their needs for ABE are different from those who withdrew earlier. It is recommended that each program survey its participants to determine the period at which they left school initially. The program officials should then establish

classes designed to help the students obtain the GED diploma in the minimum time. Perhaps, special programs for special needs may help to alleviate retention problems that occur both in Tennessee and the nation.

CHAPTER 6

DESCRIPTION OF SPECIAL PROGRAMS

The description of special programs was developed by reviewing the program proposals submitted to the state for funding. Special 310 programs are awarded by submission of a proposal that is reviewed by outside readers using established criteria for reviewing them. A few programs are funded yearly, based on merit from the criteria, that have the potential for duplication in other ABE programs across the state. The special programs are usually either research oriented or have unique demonstration capabilities. In the 1979-1980 year, four special programs were funded. These are described below.

Clay County Special Program

This program is entitled Educational Guidance, Information, Recruitment, and Referral Services for Dropouts and Handicapped Adults. As the name implies, it represents a complete effort to use all available resources for adult basic education to make students aware of (1) services available, (2) the value of the ABE program capabilities, and (3) the counseling services of ABE that can help alleviate obstacles that prevent their participation in the program. These services should also serve to increase participation in the adult basic programs in Clay County.

Handicapped individuals include those who are financially disabled and who have poor self-concepts and lack self-confidence, as well as those who are physically and mentally handicapped. Utilization of this broad definition of handicapped person permits the program to target the functionally illiterate individual for service and remediation.

Home visits, surveys, and public relations were the mechanisms used to attract potential students. Paraprofessionals working in conjunction with

professional guidance specialists and community organizational personnel, are in close contact with the people who are in the greatest need of education.

The Clay County program has potential for dissemination to other ABE programs across the state. It helps to rescue many adults from their present state of helplessness and propels them toward meaningful educational opportunities.

Hamilton County Special Program

Project Early to Rise is designed to attract the younger recent school dropout. These dropouts, in the 16-21 age group, need essential skills to obtain employment.

This program demonstrates an effective, simple procedure for enrolling recent school dropouts in the ABE program. Using information feedback mechanisms from counselors, principals, social workers, and attendance personnel, it will enroll 50-60 students who drop out of high school.

This program is based on the assumption that students, who are in the 16-21 age group and who withdraw from high school, will find success in the ABE program that is geared for the adult world. If the evaluation measures indicate success in attracting the recent dropout to ABE, then the implications for other ABE and high school programs to change to a more adult oriented curriculum are enormous. The project, indeed, is worthy of pilot support.

Memphis City Schools Special Program

Follow-Up Study of Adult Basic Education Students is important in that it seeks information from previous ABE students about (1) the degree to which the ABE program met the personal goals of the participants, (2) the

most helpful and least helpful aspects of the program, (3) recommendations for improving the ABE program, and (4) attitudes of local business and industry toward the educational attainment and needs of their employees.

A survey instrument is to be mailed to 250 participants of ABE for each year from 1975 to 1980. An attitudinal scale is to be mailed to local business organizations and civic groups.

The success of the program depends in part on the cooperation of all persons involved with the project. However, the project should help in establishing priorities and goals for ABE, curriculum planning, staff development, recruitment, and public relations.

Carroll County Special Program

The Home Based - Adult Education Program is designed with a major emphasis on developing the ability of adults to improve life-coping skills. Each adult who enrolls is processed through a diagnostic procedure that helps to identify specific needs.

From the diagnosis, an individualized curriculum is developed and provided for the learner who takes the recommended prescriptions home for completion. Weekly follow-up and enrichment are provided by project staff as well as individual tutoring, if it is needed to help the student accomplish the individual prescriptions.

The adult learner is tested using criterion instruments to determine when he/she is ready to move between phases within the curriculum or when he/she is ready to exit the program. Eighty individuals are targeted for the home based project, which is expected to identify a new plan for teaching adults, develop a strong dissemination network among potential users, and show that quality education can be provided in a more economical manner in rural areas.

Conclusions and Recommendations

The special 310 programs all have elements, when proven effective, through evaluation, that can be used by other ABE programs across the state. It is recommended that:

1. Replication money be provided to another system that chooses to use one of these special program designs. Replication will add strength to the results.
2. Results should be disseminated to all local program supervisors through a formal presentation at the annual supervisors' conference. Written summaries should also be provided to the supervisors so that they may have the opportunity to study them in detail.

CHAPTER 7

SUMMARY AND RECOMMENDATIONS

The evaluation team members spent ten months collecting and compiling data relevant to program proposals, observations, special programs, supervisor-specialists ratings, and student perceptions. Each type of data collected was analyzed and is presented as a chapter in this report.

The quantity of data generated in this study was extremely large. All data are presented in chart or tabular form. Each chart and table is discussed in the text.

Conclusions and recommendations are presented in each chapter, along with the findings. It may appear to the reader from the recommendations that many areas of adult basic education are inadequate. Such an interpretation would represent a misinterpretation of the study because it is not supported by the findings. The design of this study was to reveal areas where improvement is needed in order to become part of future plans. Careful study of this report will reveal many strengths of the ABE program. However, there are certain recommendations that seem to warrant mentioning again.

Goals and objectives of local programs should be clearly stated in future program planning because they are the cornerstones from which activities, instructional strategies, and evaluation procedures are developed.

Evaluation must receive attention. How does one know where he is unless he knows where he begins a journey or where he plans to end it? Evaluation, on a systemmatic basis, must be consistent with program goals and objectives if it is to reveal the best possible information.

Roles must be clearly defined to help supervisors with the operation of the program. For monitoring the teaching process, supervisors must develop a set of expectations that can be used with all teachers and that will yield similar data. In other words, the monitoring process needs to be strengthened.

The community is a valuable resource that can be used to augment instruction. Each local program teacher and supervisor should be aware of the resources in their communities that can be of assistance to them as they work with adults.

The teaching process should be strengthened by using several different approaches for instruction. Verbal explanation may work well with some groups, but it may not work with other groups. Since the program serves adults of all ages, it is imperative that an ABE class meet the educational needs of all age groups.

Attention should be directed toward helping younger adults (18-30 age group) recognize the value of education. If they are to become well educated, functioning members of society, they must come to know that ABE helps to improve the quality of human life as well as to provide essential skills.

The entry-exit process should be clearly articulated for all programs. This will require that local programs utilize a diagnostic instrument for determining entry level of students and a criterion measure for exiting students. This process helps students demonstrate their initial competency and enables them to exit when they reach mastery of their goals. Additionally, the process enables local administrators to show student gain over time.

This study, regardless of its limitations, indicates that ABE is providing individuals with educational skills. However, there is much work to be done. A challenge for all people associated with ABE is to creatively identify means to attract new clients and to better serve those who have already chosen to return to school.

APPENDIX A

PROGRAM PROPOSAL ASSESSMENT FORM

ANALYSIS OF PROGRAM OBJECTIVES

PROGRAM SITE_____

Introduction

Memphis State University is cooperating with the State Department of Education, Adult Education Division, to conduct a statewide analysis of ABE. Your program objectives were forwarded to us as part of this cooperative effort. We will be able to provide a more complete picture of ABE with the input received from you. We have analyzed your objectives and have prepared this report for you. It is our intent that the analysis help your program achieve both statewide and local goals.

Common Objectives

Listed below are five common objectives that are to be addressed by all local units in their yearly reports. Space is provided to check whether or not the objective is present in the list of your program objectives.

1. To involve business and community in program planning.

_____Present Comment:

_____Not Present

2. To identify the educational needs of constituents from other local agencies.

_____Present Comment:

_____Not Present

3. To increase enrollment by a minimum of five percent (5%).

_____Present Comment:

_____Not Present

4. To devise and implement a system for staff development through inservice and/or university courses.

_____Present Comment:

_____Not Present

5. To evaluate each program component; that is, reading, math, social science, science.

_____Present Comment:

_____Not Present

Diverse Objectives

The following statements from your list constitute diverse objectives; that is, objectives not classified as common (1-5 above).

General Comments

APPENDIX B

PROGRAM EVALUATION FORM

PROGRAM EVALUATION

OF

ADULT BASIC EDUCATION

SCHOOL SYSTEM _____

LOCAL ADULT BASIC EDUCATION SUPERVISOR _____

DATE COMPLETED _____

STATE ADULT BASIC EDUCATION SPECIALIST _____

DATE COMPLETED _____

INTRODUCTION

This instrument will be used as a self-evaluation instrument both for a school system supervisor and for an on-site evaluation by the Adult Basic Education Specialist.

DIRECTIONS FOR COMPLETING THE INSTRUMENT

A scale of 1-5 is provided for each item. A sixth response, N, is provided to be used for items that may not be applicable. Circle the number that more nearly corresponds to your opinion about the item statement. Circle N if the item is not applicable.

Listed below are the definitions for all of the possible responses:

1. No effort is being made
2. Major improvements are needed
3. Some improvements are needed
4. Satisfactory progress is being made
5. Excellent progress is being achieved

N. Not applicable

Space is provided for ratings and comments by both the supervisor and the specialist on each page.

1. No effort is being made
2. Major improvements are needed
3. Some improvements are needed
4. Satisfactory progress is being made
5. Excellent progress is being achieved
N. Not applicable

SUPERVISION	LOCAL SUPERVISOR'S RATINGS	LOCAL SUPERVISOR'S COMMENTS	STATE SPECIALIST'S RATINGS	STATE SPECIALIST'S COMMENTS
1. An organized and functioning plan exists for the improvement of instruction.	1 2 3 4 5 N		1 2 3 4 5 N	
2. The concern of Adult Basic Education supervisor is to encourage effective teaching and is reflected by:				
a. securing a competent, certified, and adequate staff.	1 2 3 4 5 N		1 2 3 4 5 N	
b. organization of physical facilities geographically and demographically.	1 2 3 4 5 N		1 2 3 4 5 N	
c. flexibility in scheduling.	1 2 3 4 5 N		1 2 3 4 5 N	
d. encouraging people from areas other than public education to be used in classroom curriculum planning.	1 2 3 4 5 N		1 2 3 4 5 N	
e. evaluating the effectiveness of the Adult Basic Education curriculum.	1 2 3 4 5 N		1 2 3 4 5 N	
3. The ABE supervisor has sufficient personnel to successfully conduct the ABE program.	1 2 3 4 5 N		1 2 3 4 5 N	
4. The ABE supervisor regularly:				
a. encourages, supports and implements inservice training for teachers;	1 2 3 4 5 N		1 2 3 4 5 N	
b. conducts inservice meetings with teachers using input from teachers to formulate the agenda.	1 2 3 4 5 N		1 2 3 4 5 N	

1. [redacted] is being made
2. Major improvements are needed
3. Some improvements are needed
4. [redacted] satisfactory progress is being made
5. Excellent progress is being achieved
N. Not applicable

SUPERVISION	LOCAL SUPERVISOR'S RATINGS	LOCAL SUPERVISOR'S COMMENTS	STATE SPECIALIST'S RATINGS	STATE SPECIALIST'S COMMENTS
c. observes teacher instruction, discusses performance, and writes suggestions for continued improvement.	1 2 3 4 5 N		1 2 3 4 5 N	
d. reviews with teachers written plans for improving the program.	1 2 3 4 5 N		1 2 3 4 5 N	
5. An up-to-date inventory of materials that students use is maintained.	1 2 3 4 5 N		1 2 3 4 5 N	
6. Access is provided to various reports and records.	1 2 3 4 5 N		1 2 3 4 5 N	
7. Cooperative efforts are made to establish ABE classes wherever they are needed.	1 2 3 4 5 N		1 2 3 4 5 N	
8. A wide variety of means is used to recruit the potential ABE student, such as displays, exhibits, open house programs, community participation, newspaper stories, radio and television broadcasts, and printed publications.	1 2 3 4 5 N		1 2 3 4 5 N	
9. Information furnished to the community includes:				
a. purposes and objectives of the program.	1 2 3 4 5 N		1 2 3 4 5 N	
b. course of study offered.	1 2 3 4 5 N		1 2 3 4 5 N	
c. ABE staff personnel and class location.	1 2 3 4 5 N		1 2 3 4 5 N	
d. counseling program.	1 2 3 4 5 N		1 2 3 4 5 N	

1. No effort is being made
2. Major improvements are needed
3. Some improvements are needed
4. Satisfactory progress is being made
5. Excellent progress is being achieved
N. Not applicable

SUPERVISION	LOCAL SUPERVISOR'S RATINGS	LOCAL SUPERVISOR'S COMMENTS	STATE SPECIALIST'S RATINGS	STATE SPECIALIST'S COMMENTS
e. community organizations cooperating with the ABE program.	1 2 3 4 5 N		1 2 3 4 5 N	
10. Copies of state policy and regulations regarding ABE are readily available.	1 2 3 4 5 N		1 2 3 4 5 N	
11. State reports are filed on time, and all legal requirements are met.	1 2 3 4 5 N		1 2 3 4 5 N	
FACILITIES AND MATERIALS				
1. Are facilities adequate?	1 2 3 4 5 N		1 2 3 4 5 N	
2. Are facilities easily accessible to students, especially the handicapped?	1 2 3 4 5 N		1 2 3 4 5 N	
3. Is there an adequate supply of materials?	1 2 3 4 5 N		1 2 3 4 5 N	
4. Is there an adequate supply of instructional material of high interest--low ability level?	1 2 3 4 5 N		1 2 3 4 5 N	
CURRICULUM AND INSTRUCTION				
1. Are program goals, objectives, and activities on file?	1 2 3 4 5 N		1 2 3 4 5 N	
2. Is the program varied enough to maintain student interest?	1 2 3 4 5 N		1 2 3 4 5 N	

1. [illegible] is being [illegible]
2. Major improvements are needed
3. Some improvements are needed
4. [illegible] satisfactory progress is being made
5. Excellent progress is being achieved
N. Not applicable

SUPERVISION	LOCAL SUPERVISOR'S RATINGS	LOCAL SUPERVISOR'S COMMENTS	STATE SPECIALIST'S RATINGS	STATE SPECIALIST'S COMMENTS
3. Does the curriculum contain the following:				
a. filling out job applications.	1 2 3 4 5 N		1 2 3 4 5 N	
b. preparing for job interviews.	1 2 3 4 5 N		1 2 3 4 5 N	
c. writing letters.	1 2 3 4 5 N		1 2 3 4 5 N	
d. using help wanted ads.	1 2 3 4 5 N		1 2 3 4 5 N	
e. counting money and making change.	1 2 3 4 5 N		1 2 3 4 5 N	
f. attitude development.	1 2 3 4 5 N		1 2 3 4 5 N	
g. basic mathematics skills.	1 2 3 4 5 N		1 2 3 4 5 N	
h. basic health and hygiene.	1 2 3 4 5 N		1 2 3 4 5 N	
i. communication skills.	1 2 3 4 5 N		1 2 3 4 5 N	
j. legal responsibilities.	1 2 3 4 5 N		1 2 3 4 5 N	
k. registering to vote.	1 2 3 4 5 N		1 2 3 4 5 N	
l. learning to read.	1 2 3 4 5 N		1 2 3 4 5 N	
4. Is instruction provided on an individualized basis?	1 2 3 4 5 N		1 2 3 4 5 N	
5. Are students encouraged to work independently?	1 2 3 4 5 N		1 2 3 4 5 N	
6. Are attempts made to encourage students and to improve their self-image?	1 2 3 4 5 N 1 2 3 4 5 N		1 2 3 4 5 N 1 2 3 4 5 N	
7. Are pretests and posttests given to determine the progress of each student?	1 2 3 4 5 N 1 2 3 4 5 N		1 2 3 4 5 N 1 2 3 4 5 N	
8. Are students kept informed about their own progress?	1 2 3 4 5 N		1 2 3 4 5 N	
9. Is there evidence of acceptable classroom management?	1 2 3 4 5 N		1 2 3 4 5 N	

APPENDIX C

OBSERVATION FORM

ATTITUDE TOWARD ABE

ABE CLASSROOM OBSERVATION FORM

Instructor_____ ABE Site_____ Date_____

Observer_____ No. of Students_____

Topic or Subject_____

Traditional Class_____ or Learning Lab_____

Instructions: Please indicate your personal opinion concerning each item by circling the appropriate response at the right of the item. The ratings are a high of 5 to a low of 1; N indicates that the item was not observed.

Category	Item	Ratings
Opening of Lesson	1. Defines objective of lesson	5 4 3 2 1 N
	2. Establishes setting for the lesson	5 4 3 2 1 N
	3. Relates lesson to previous ones	5 4 3 2 1 N
	4. Allows individual study	5 4 3 2 1 N
Teacher Actions	5. Explains verbally	5 4 3 2 1 N
	6. Uses chalkboard	5 4 3 2 1 N
	7. Uses training/audiovisual aids	5 4 3 2 1 N
Use of Instructional Methods	8. Lecture	5 4 3 2 1 N
	9. Discussion	5 4 3 2 1 N
	10. Demonstration	5 4 3 2 1 N
	11. Small groups	5 4 3 2 1 N
	12. Self-directed study	5 4 3 2 1 N
	13. Independent study at desk	5 4 3 2 1 N
	14. Other_____	5 4 3 2 1 N
Lesson Organization	15. Establishes opening concept	5 4 3 2 1 N
	16. Students practice concept	5 4 3 2 1 N
	17. Teacher reviews concept	5 4 3 2 1 N
Questions	18. Uses to promote understanding	5 4 3 2 1 N

ABE CLASSROOM OBSERVATION FORM (continued)

Category	Item	Ratings
Teacher Non-Verbal	19. Establishes eye contact with students during interaction	5 4 3 2 1 N
	20. Uses gestures and actions	5 4 3 2 1 N
Physical Facilities	21. Ample sized room	5 4 3 2 1 N
	22. Adequately equipped	5 4 3 2 1 N
	23. Conducive to learning	5 4 3 2 1 N
Teaching-Learning Climate	24. Teacher attitude closed, rejecting	5 4 3 2 1 N
	25. Student attitude uncooperative, disinterested	5 4 3 2 1 N
Evaluation	26. Through oral techniques	5 4 3 2 1 N
	27. By paper-pencil test	5 4 3 2 1 N
	28. By demonstration/project	5 4 3 2 1 N
Closing of Lesson	29. Outlines main ideas	5 4 3 2 1 N
	30. Synthesizes material in relation to objective	5 4 3 2 1 N
General Rating	31. Lesson rating for total period	5 4 3 2 1 N

APPENDIX D

ATTITUDE TOWARD ABE INSTRUMENT

COVER LETTER TO SUPERVISOR

DIRECTIONS FOR THE ADMINISTRATION OF THE INSTRUMENT

BACKGROUND INFORMATION

Please respond to the following items by checking the appropriate blanks so that we can describe the group that completes the instrument. Do not sign your name. Thank you for your help in providing the information.

School District _____

1. Sex: Male_____ Female_____

2. Race: White_____Black_____Oriental_____Other_____

3. Last grade of school completed: _____

4. How many months have you been enrolled in ABE? _____

5. Employment Status: Employed_____ Unemployed_____

6. Income Range:

   Less than $5,000 per year _____

   $5,001 to $10,000 per year _____

   $10,001 to $15,000 per year _____

   $15,001 to $20,000 per year _____

   Greater than $20,000 per year _____

7. Age Range:

   18 - 25 years _____

   26 - 30 years _____

   31 - 35 years _____

   36 - 40 years _____

   41 - 50 years _____

   51 - 60 years _____

   Over 61 years _____

ATTITUDE TOWARD ABE

PART I

Directions: The following are statements concerning this ABE class. Their purpose is to gather information about the attitudes that learners have about this class. The statements are of such nature that there are no right or wrong answers. Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

Key: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

		SA	A	U	D	SD
1.	I feel that I can talk more easily with other people.	5	4	3	2	1
2.	This class has not helped me to express my ideas on paper.	5	4	3	2	1
3.	This class has helped me to express my ideas orally.	5	4	3	2	1
4.	This class has increased my self-discipline and personal refinement.	5	4	3	2	1
5.	I am more open to change and new ideas because of this class.	5	4	3	2	1
6.	My personal stability has increased because of this class.	5	4	3	2	1
7.	I am better able to accept myself as I am because of this class.	5	4	3	2	1
8.	This class has not increased my sense of self-fulfillment.	5	4	3	2	1
9.	This class has increased my confidence in my leadership abilities.	5	4	3	2	1
10.	I feel more confident when I am with my family.	5	4	3	2	1
11.	I feel this class has improved by family life.	5	4	3	2	1
12.	This class has increased my home management ability	5	4	3	2	1

13.	This class has enabled me to be more confident about the future.	5 4 3 2 1
14.	I am better able to make relevant choices about my life.	5 4 3 2 1
15.	In this class, I have gained some wisdom and insight about life.	5 4 3 2 1
16.	This class has not increased by satisfaction with my life.	5 4 3 2 1
17.	I do not have a better understanding of the goals of my life.	5 4 3 2 1
18.	This class has caused me to use my leisure time for meaningful and fulfilling activities.	5 4 3 2 1
19.	Because of this class, I have a wider interest range.	5 4 3 2 1
20.	This class has made me realize that I have a responsibility to others.	5 4 3 2 1
21.	Because of this class, I am better able to work with groups of people.	5 4 3 2 1
22.	I am more open to the different lifestyles of others.	5 4 3 2 1
23.	I am more open to the opinions of others.	5 4 3 2 1
24.	I realize that I have greater responsibility toward society.	5 4 3 2 1
25.	My ability to think about societal problems has increased.	5 4 3 2 1
26.	My status in society has been improved.	5 4 3 2 1

PART II

Directions: The following are statements concerning the teacher of this ABE class. Their purpose is to gather information about the attitudes that learners have about the teacher. The statements are of such nature that there are no right or wrong answers. Please indicate your personal opinion concerning each statement by circling the appropriate response at the right of each statement.

Key: 5 - Strongly Agree (SA)
4 - Agree (A)
3 - Undecided (U)
2 - Disagree (D)
1 - Strongly Disagree (SD)

		SA	A	U	D	SD
1.	It is fun to be with my teacher.	5	4	3	2	1
2.	My teacher is a good sport.	5	4	3	2	1
3.	Time spent in this adult education class is not time wasted.	5	4	3	2	1
4.	My teacher helps students only because it is his (her) job.	5	4	3	2	1
5.	Education is an excellent builder of character.	5	4	3	2	1
6.	My teacher has a way about him (her) that makes me tense when I talk to him (her).	5	4	3	2	1
7.	I find it easy to talk with my teacher about my problems.	5	4	3	2	1
8.	Time spent in this adult education class is worthwhile.	5	4	3	2	1
9.	My teacher helps only the students that he (she) likes.	5	4	3	2	1
10.	When I am upset, the last person I want to see is my teacher.	5	4	3	2	1
11.	I usually feel better after talking with my teacher.	5	4	3	2	1
12.	What I am learning in this adult education class will help me in the future.	5	4	3	2	1
13.	This adult education class would be all right if it were not for the teacher.	5	4	3	2	1
14.	My teacher is too strict and know-it-all in dealing with me.	5	4	3	2	1
15.	My teacher understands my problems.	5	4	3	2	1

16.	The things that I am studying in this class will help me a great deal in meeting the problems of real life.	5 4 3 2 1
17.	The subjects that I am studying in this class will do me little good.	5 4 3 2 1
18.	My teacher does nothing to interest me.	5 4 3 2 1
19.	My teacher understands my needs and interests.	5 4 3 2 1
20.	I will be a better citizen if I have an education.	5 4 3 2 1
21.	Most of the things that I am studying have little to do with real life.	5 4 3 2 1
22.	Education helps me to make the best possible use of my life.	5 4 3 2 1
23.	My teacher is willing to give of his (her) time to help me with my studies.	5 4 3 2 1
24.	My teacher gives me assignments just to keep me busy.	5 4 3 2 1
25.	My teacher wants me to do well only because it makes him (her) look like a good teacher.	5 4 3 2 1
26.	My teacher helps me with the problems or questions I have.	5 4 3 2 1
27.	If I have a better education I will be able to enjoy life more.	5 4 3 2 1
28.	My teacher does not like to talk to me even during his (her) free time.	5 4 3 2 1
29.	What I am learning in this class helps me to think for myself.	5 4 3 2 1
30.	My teacher has helped me feel more confident about my ability.	5 4 3 2 1
31.	I feel that the things that I am learning in this class help me to meet adult problems.	5 4 3 2 1
32.	I am studying things that I will never need or use.	5 4 3 2 1
33.	An education is "worth a million" to me.	5 4 3 2 1
34.	My adult education class work and everyday life are worlds apart.	5 4 3 2 1
35.	My teacher does not care whether or not I succeed.	5 4 3 2 1

MEMPHIS STATE UNIVERSITY
College of Education
MEMPHIS, TENNESSEE 38152

Adult Education

February 5, 1980

Dear Supervisor,

As part of a statewide evaluation of Adult Basic Education (ABE) programs, we are asking that you administer the enclosed questionnaire, which is designed to obtain two types of information from ABE students. First, it solicits information concerning the impact of ABE on the quality of the student's life. Part I contains these questions. Second, it solicits information concerning ABE teachers and the instructional process. Part II has these questions.

We have mailed a set of these questionnaires to every ABE program in the state. We ask that: (1) the supervisor select the classes in which the questionnaires will be administered; (2) the supervisor personally administer the questionnaire rather than the classroom teacher because some of the items relate to teacher-student relationships, and (3) the supervisor administer the questionnaire to maintain continuity of administration across the state.

In the enclosed packet are 25 questionnaires. Please have all of these completed by students, but do not share these with the students prior their administration. You may have to select more than one ABE class to obtain the required number of respondents. When you obtain 25 completed questionnaires, return them in the enclosed addressed envelope.

The packet also contains some information that should be read to the students. Please emphasize these points to help the students understand why they are completing the questionnaire. Thank you for your cooperation and assistance.

Please return by March 10, 1980.

Sincerely,

Paul L. Jones, Director
Evaluation of State ABE Project

An Equal Opportunity University

Directions for Administering

Questionnaire

Please Read To All Students:

1. The purpose of this statement is to assess your feelings about ABE, therefore, there are no right or wrong answers.

2. Answer each statement in each section of the instrument.

3. Do not sign your name.

4. This response will take about 30 minutes. Please give us an honest feeling about each item.

5. If you have a question, I will assist you.